

ORAL AND AURAL ENGLISH AS A FOREIGN LANGUAGE NEEDS AT AN INTERNATIONAL SCHOOL

PRIW-PRAE LITTICHAROENPORN

University of Hawai'i at Mānoa

ABSTRACT

This report presents the first stages of a project aimed at creating a support program for oral production and aural comprehension for English students at Ruamrudee International School, Bangkok, Thailand. This first stage is a needs analysis of the learning needs and skills for teachers and Japanese students and parents. The purpose of this needs analysis is to look for connections among teachers, students, and parents and what they perceive as important language skills needed by high school graduation. This report will include (a) the context background, (b) the existing English Language Development Program at the site of study, (c) a literature review on needs analysis, (d) description and results of the research, and (e) discussion, implications, and limitations of the results.

BACKGROUND

International Schools in Thailand

In Asia, being able to communicate in English has undeniably been viewed as the key to success, a better future, and social stability. The “English Fever” has been promoted at the national level and adopted by both public and private institutes. Along with the Association of Southeast Asian Nations (ASEAN) community merging in 2015, which will increase the competition among ten nations, English is no longer a matter of preference but a necessity (Hengsadeeikul, Hengsadeeikul, Koul, & Keawkuekool, 2010). As a result, parents choose to invest in their children’s English education by sending them to institutions that offer bilingual education, study abroad, or immersion programs commonly known as international schools.

According to Collentine and Freed (2004), there are three learning contexts: at home, immersion, and study abroad. At home (AH) contexts are the traditional teacher centered

language classrooms heavily based toward formal instruction. In intensive domestic immersion (IM) contexts, students dedicate all of their time to studying a second language (L2) in a first language (L1) setting and occur most frequently in forms of summer programs. In study abroad (SA) contexts, learners study the L2 in the target culture and often live with host families. In this report, international schools will be categorized under the IM context.

Ideally, “an international school is one whose students and staff are representative of a number of cultural and ethnic origins, where an internationally accepted curriculum is offered” (Techabijit, 2007). In Thailand, although other national systems are represented, such as French, German, Japanese, Korean, and Swiss¹, the American and British educational systems dominate in the international school systems.

The first international school was approved in 1959 and only admitted children of expatriates and Thai diplomats who served abroad (Darasawang, 2007; Techabijit, 2007; Watkinson, 2006). However, local Thais became very interested in enrolling their children in international schools because the schools were viewed as “another alternative for the middle class to create the opportunity for their children to acquire the skill and capability to communicate in a foreign language without having to study abroad” (Darasawang, 2007, p. 198). By the early 1990s, the demands for a Western education by local Thais became overwhelming, and the Thai Government finally allowed Thai nationals to enroll in international schools (Darasawang, 2007; Techabijit, 2007; Watkinson, 2006). Consequently, to cater to the growing enrollment of Thai nationals, the number of international schools doubled from five to 10 by 1992, then continually increased from 10 to 38 by 1997, to 67 schools by 2002, and exceeded 100 schools by the end of 2006 (Techabijit, 2007). In 2012, there were 133 international schools with Thai students making up half of the student body. Out of those schools, 97 were certified² schools.

What makes international schools in Thailand so appealing that even the government is pushing for Thailand to be the “international school hub” (Custer, 2013) of Southeast Asia? Major factors to their appeal include English proficiency, student-centered preference, an international environment, regional accessibility, successful alumni, and social status. Nevertheless, with so many international schools in operation, both domestically and

¹ Thai laws define these national schools as international schools for the simplicity’s sake but they are not defined as “international schools.” (Techabijit, 2007).

² Ninety-seven International Schools under the member list of The International School Association of Thailand.

internationally, the obvious question for international schools in Thailand is how they can operate in such a competitive business and whether the quality of each institution is up to standard or not. Techabijit (2007) mentioned that in addition to a unique reputation, outstanding curriculum, and successful alumni of each institution, offering specialist support to children whose first language is not English is another attractive feature for many parents.

While an average student in Southeast Asia receives at least six years of English education under the AH context, most AH contexts still practice traditional English teaching methods—such as rote-memorization and grammar translation (Darasawang, 2007; Methitham & Chamcharatsri, 2011)—which do not result in the English proficiency that students and parents expect after six or more years of learning. Therefore, international schools are no doubt an appealing alternative to AH contexts.

International schools may be a more desirable choice for English education because of their international environment where many of the school administrators (including headmasters, principals, department heads), English language teachers and other content course teachers are “international”—or in other words, native English speakers (NES) from inner circle countries, predominantly from the US and UK. This can be verified upon reviewing the school websites where these administrators and English language teachers most often appear to be Western—based on their photos, names, stated nationality and/or autobiographical descriptions.

The English taught and used in international schools differs from the English in public schools because in international schools with American or British curricula, the curricula is English bilingual or English immersion, so the communication that occurs at the schools are predominantly in English. Moreover, to emphasize on the international environment, some schools impose “English only” policy to make sure even Thai first-language (L1) students speak English to one another, as well as other students of different L1 background. In addition, having native English speakers teacher speakers—as is the more common case in international vs. public schools—may necessitate that the communication in the classroom—especially between students and teacher—is in English, especially if the teacher does not know or has very limited command of any other foreign language. The English used is also for authentic purposes since it is not communication between Thai L1 speakers, as it is in English classrooms where the teacher and students are both Thai.

Despite the high price tag³ of most international schools, major factors such as English proficiency and student-centered preference, along with specialist support for students whose first language is not English, are promising enough that parents will invest in this alternative for their children's education.

Although many local Thais, as well as other foreign students from around Asia choose to attend international schools because of its ideal context for learning and improving the English language, it is still challenging for students to keep up with both the language demand and content knowledge of classrooms. Particularly students who English is not their first language will have to face with language barrier between them and the teachers, in addition to following content-specific classes such as math and science. In general, students with emerging English proficiency will be placed in support programs to assist and prepare them for entering mainstream or regular classes.

To demonstrate a better picture of a support program and whether it matches the learning needs of students, teachers, and parents a needs analysis was conducted an international school located in Bangkok, Thailand. The purpose is to look for connections among teachers, students, and parents and what they perceive as important language skills needed by high school graduation.

The English Language Development Program at Ruamrudee International School

Ruamrudee International School (RIS), in Bangkok, is one of Thailand's oldest international schools. Founded in 1957 by the Redemptorists missionaries of the Denver Province of the Mother of Perpetual Help (Stremel, 2012), it uses an American-based curriculum. Today, its enrollment is around 1,400 students from 30 nations, from pre-school to grade 12.

RIS students who find the demands of the curriculum to be too challenging due to their emerging English proficiency are supported with the English Language Development Program (ELDP). This form of curriculum support is structured to extend and develop the knowledge and skills students need to help close the academic language proficiency gap between themselves and their peers. Support such as pull-out classes, study support classes, and push-in support services are strategically applied to meet English learners' needs.

³ According the 2014 data from TheAsianparent.com, international schools' primary education annual tuition ranges from \$4,600 to \$23,000.

At RIS, there are five levels of English Language Development (ELD) students. With Level 1 being the lowest (the beginner class with almost zero-English) and Level 5, in which the students are ready to study in regular classes, being the highest. At Levels 1 and 2, the students are separated from non-ELDP students for all subjects and the class size is generally limited to 10. Intermediate Levels (3 and 4) are mostly push-in support, with teaching assistants in subjects such as Math, Science, and Social Science, but have a separate class for English. Last, students in Level 5 no longer need be listed as ELD students⁴.

RIS uses the North West Evaluation Association's Measure of Academic Progress for placement, tracking progress, and exit tests in the ELD students. Other factors considered for possible exit from the ELDP and entry into the full mainstream program include teachers' recommendation, overall academic achievement in classwork and homework, behavior, and attitude.

Background of the Current Study

In November of 2012, I was assigned to be a Japanese liaison. As a liaison, my primary role was to support Japanese students with their classes. I was told that most students were having difficulty in tasks such as completing an assignment and, most importantly, passing the ITP TOEFL requirement.

In interviews with 20 out of 25 high school Japanese students, the students were generally very positive about the school and courses. They find the courses to be challenging because of the language but were also working very hard. ELD English and Social Studies classes were successful because the students seem to have fewer problems in those areas and teachers were very supportive in taking time to explain each task clarifying any misunderstandings.

The students' most frequent concerns for their ELDP classes were word problems in math classes and vocabulary in science classes. The most common issue was low motivation in studying, as they did not complete their assignments lowering their grades. While the students were familiar with the content of subjects like math because they had learned it in Japanese before, learning it again in English proved challenging. Therefore, students' were mostly

⁴ According to the school's database, there are currently 92 ELD students in high school, 52 in middle schools, and 38 in elementary as of March 26, 2014.

struggling with the vocabulary they need to function in their classes because they were using the content in their L2.

Interview data also indicated that almost all students were attending *cram school* (in Japanese) to help prepare for TOEFL and that all students planned to return to Japan after graduation from RIS. This may be link to the low motivation in students because they do not see the need improve their English since they will be returning to Japan and attend Japanese universities and college.

Although the data from these interviews was collected in 2012, in 2014 an ELD teacher later informed me that similar concerns still surfaced. In addition to the list above, Japanese students were also concerned about meeting requirements to enter Japanese universities, becoming a native speaker in English, and wanting more support from other subject teachers to further understand the academic content.

In interviewing teachers in the ELDP, I found that teachers were concerned with students' lack of participation in class discussions and not asking questions when they do not understand, and with wanting the students to improve mostly in speaking and grammar. Also, with more students enrolling in high school sections, it is difficult for teachers to work with mixed level of students.

Despite not being able to stay and support the Japanese students due to my graduate studies, I remain interested in helping the students' (not only Japanese students but all students of the ELDP) English proficiency, especially in areas of listening and speaking skills as I observed were the skills ELD students need most improvement.

Given this opportunity to work with the RIS community, this study takes the first step to look at what teachers, students, and parents perceive as important English speaking and listening skills at RIS. Results from this needs analysis will be used as a foundation to develop supporting programs that aim to improve the students' listening and speaking skills.

Literature Review

Needs Analysis. Brown (1995) defines needs analysis (also called needs assessment) as “the systematic collection and analysis of all subjective and objective information necessary to define and validate defensible curriculum purposes that satisfy the language learning requirements of

students within the context of particular institutions that influence the learning and teaching situation” (p. 36).

A needs analysis refers to all the activities involved in gathering information used as the basis for developing a curriculum meets the learning needs of a particular group of students (Brown, 1995). Once identified, the needs can be stated in terms of goals and objectives, which can then serve as the basis for developing classroom activities and testing materials. A needs analysis is not only the essential foundation of a successful systematic curriculum, but is also necessary to occasionally re-evaluating the goals and objectives of existing programs as the people involved and their needs change over time (Iwai, Kondo, Lim, Ray, Shimizu, & Brown, 1999).

Academic listening and speaking needs analysis. There is much research that has explored academic listening and speaking English language needs (Ferris & Tagg, 1996a; 1996b; Iwai, Kondo, Lim, Ray, Shimizu, & Brown, 1999; Holme & Chalauisaeng, 2006; Kim 2006; Bosuwon & Woodrow, 2009; Kaewpet 2009; Zheng, 2010; Huang, 2010; Akyel & Ozek, 2010). For example, in a survey of 900 professors at four different institutions in the US, Ferris and Tagg (1996a) investigated the listening and speaking tasks that instructors in higher education require for their ESL/EFL undergraduates. The results of their instructor survey revealed that instructors’ requirements vary across academic disciplines, types of institution, and class sizes. The results of the students’ survey showed that the classes they attended often required class participation and small group interaction, and that the most difficult tasks were oral presentation, whole class discussions, and note-taking. Because lecture styles are becoming less formal and more interactive (Ferris & Tagg, 1996a, p. 51), EAP teachers need to prepare students for comprehension of and participation in a variety of lecture and discussion formats.

Kim (2006) conducted another study of academic oral communication needs among East Asian international graduate students. Despite a different population from Ferris and Tagg (1996a), graduated students reported academic oral classroom activities were participating in whole-class discussions, raising questions during class, and engaging in small-group discussions as their primary communication concerns.

Overall, these studies are helpful in exploring English as a Second Language (ESL) and English as Foreign Language (EFL) students’ academic listening and speaking needs in the

higher education contexts. To my knowledge, there is no report of needs analysis of language programs in the primary or secondary level. As a result, this report attempts to investigate the needs of people involved in secondary level education in an international school context.

Purpose

Even though the ELDP at RIS is operating effectively, as Brown (1995) argues, it is important to revisit and constantly evaluate language programs with a needs analysis. To this end, the current needs analysis and evaluation is the first for RIS's ELDP to investigate the language needs and perception of listening and speaking skills important to teachers, students, and parents at the secondary education level.

With the goal of developing a support program specifically for listening and speaking skills for EFL students at RIS, a survey study was conducted with teachers, Japanese parents, and Japanese ELD middle and high school students to answer the following questions:

1. Which communication abilities do teachers, students, and parents perceive as being very important components of academic listening and speaking?
2. Which communication abilities do each group of participants consider more important than the other groups?
3. What do both parents and students perceive as being very important communication abilities upon graduating?
 - a. What communication abilities do students consider more important than parents do?
 - b. What communication abilities do parents consider more important than students do?

METHOD

Participants

Participants comprised 36 teachers from all levels of RIS, seven Japanese students, and 10 Japanese parents. The study was limited to students and parents of Japanese ethnicity because of many concerns raised by teachers and because my experience involved working with Japanese students. This does not mean that they are less capable when compared with students of other ethnicities.

Table 1 presents the demographic information for the teachers. A total of 17 high school teachers (HS) responded, with the five responses coming from science teachers. There were seven responses from middle school (MS) teachers, with the four responses coming from ELD support and English teachers. Finally, there were 10 responses from elementary (ES) teachers and two from administrators. The average teaching experience at RIS is 7.78 years with the longest being 24 years and shortest being 6 months.

Table 1

Demographic Profiles of Teachers (n=36)

Characteristics	<i>n</i>	Characteristics	<i>n</i>
Section and subject		Highest level of education	
High School (9–12)	17	MA	20
• Science	5	MA and Doctoral work	2
• Math	3	BA	12
• English	2	Post Graduate Cert.	1
• Social Science	2	Educational Specialist	1
• Art	2		
• ELD support	2	Experience teaching in	
• Religion	1	EFL context	24
Middle School (6–8)	7	ESL context	21
• ELD support	2		
• English	2		
• Math	1		
• Science	1		
• Spanish	1		
Elementary School	10		
• (PreK-5)			
Administration	2		

Table 2 presents the demographic information for students. Students ranged from age 13 to 18, with a mean age of 15.6. The lengths of stay at RIS varied from nine years to seven months. Five students reported studying English in Japan for an average of four years prior to studying at RIS. Subsequently, three students reported interest in pursuing further studies at a university in an English speaking country; one student wanted to visit an English speaking country as an exchange student, and two students as tourists. Last, when asked about their plans after

graduation, six out of seven students planned to return to Japan; three students wanted to study at an international university, and the other three in a Japanese university.

Table 2

Demographic Profiles of Students (n=7)

Age	Grade	Length of study at RIS	English education prior to RIS	Interested in visiting any English-speaking country?	Plans after graduating high school
13	7	1 year	6 yrs of in Japan	To study in a 4-year college/university	Return to Japan and study in an international university in Japan
14	9	9 yrs	2 years	As a tourist	Return to Japan and study in an international university in Japan
14	8	11 mos	7 yrs in Japan	To study in a 4-year college/university	Return to Japan and study in an international university in Japan
15	9	7 mos	2 yrs in Japan	As a tourist	Return to Japan and study in a Japanese university
17	11	1 yr, 5 mos	2 yrs, 1 month	To study in a 4-year college/university	Study in a 4-year college/university in an English-speaking country
18	12	6 yrs, 10 mos	5 yrs in Japan	As an exchange student	Return to Japan and study in a Japanese university
18	12	3 years	2 yrs in Japan, 1 yr in Thailand	As a tourist	Return to Japan and study in a Japanese university

Table 3 presents the demographic information for the 10 responses from the Japanese parents. The age ranges from 27 to 69 with the mean age of 47.9.

Table 3

Demographic Profiles of Parents (n=10)

Age	Occupation	Highest degree of education	Length of stay in Thailand	Length of stay in an English-speaking country
27	Japanese Liaison	BA	23 years 3 months	7 years 4 months
45	Housewife	BA	16 years	—
46	Housewife	MA	7 years	—
46	Housewife	BA	10 months	3 years
46	Housewife	BA	10 months	—
46	Employee	MA	4 years	2 years 2 months
50	Housewife	Vocational School	21 years 6 months	—
52	Employee	BA	3 years 3 months	3 months
52	President	BA	1 year	2 years
69	—	BA	2 years 10 months	2 years

Materials

Three online questionnaires were developed using Google Docs—one each for teachers, students, and parents. Questions in Section II of teacher’s questionnaire and Section III of student and parent’s questionnaire were adapted from Ferris and Tagg (1996a) and ask which listening and speaking skills are most important to them. Questions in Section II for students and parents were adapted from Iwai et al. (1999), which asked which listening and speaking skills are necessary for students upon graduation. My main interest in this questionnaire was to gather information about how important teachers, students, and parents rate certain oral and aural skills.

Teacher questionnaire. The teacher questionnaire (see [Appendix A](#)) contained a background information section that asked for relevant biodata such as the ELDP course and level they teach, and their years of teaching experience in the ESL and EFL context. The next section included six questions on a four-point Likert Scale, which presented a skill and asked the teachers to rate its degree of importance. The four points on the Likert scale were labeled strongly important, important, unimportant, and strongly unimportant.

Student questionnaire. The student questionnaire (see [Appendix B](#)) also contained background information section. In addition, it asked about their English language use and plans after graduation. The next section included 17 items using a four-point Likert Scale, each of which described a theme (with an example in parentheses) and asked the students to rate the degree to which they agreed or disagreed with each statement as follows: strongly agree, agree, disagree, and strongly disagree. The last section was exactly parallel with that of the second section of the teacher’s survey.

Parent questionnaire. In the parent questionnaire (see [Appendix C](#)), the biodata questions were different, but sections two and three were the presented in the same format as the students’ questionnaire.

Because this study aims to investigate the needs of EFL students, mainly Japanese, the questionnaires for students and parents were translated and presented in both English and Japanese. The final section of all questionnaires asked for open-ended response regarding the survey.

Procedure

All three questionnaires were distributed on February 17th 2014. The teachers' link to the questionnaire was sent via email, with the help and assistance of the school's director by forwarding the email to all teachers at RIS. The student and parent questionnaires were also distributed via email, with the help of the Japanese liaison. However, after two weeks, due to a very low return rate from Japanese students (six responses) and parents (five responses), a reminder was sent a week later (February 24th 2014), with the help of another Japanese teacher. Unfortunately, even after an extra week of waiting, only one additional student and five parents completed the questionnaire. As a result, I decided to collect and analyze the data received within the three weeks.

RESULTS

The information from the questionnaire was coded for statistical analysis. All calculations were done using an Excel spreadsheet. Statistical procedures included descriptive statistics including means and standard deviations. Open-ended written comments were collected, grouped into categories, and analyzed qualitatively.

Quantitative Results

The results of the questionnaire survey are will be presented as follows: (a) teachers' responses on the language skills perceived as important ([Appendix A Section II](#)), (b) students' responses on the language needs and skills ([Appendix B Section II and III](#)), (c) parents' responses on the language needs and skills ([Appendix C Section II and III](#)), (d) comparisons between the responses of teachers, students, and parents for language skills perceived as important, and (e) comparison of the responses of students and parents on the language needs.

(a) Teachers' responses on the language skills perceived as important. Table 4 shows the results from the 36 teacher's responses. The table is organized so that it presents columns for item numbers, the frequency that selected 1, 2, 3, and 4, the mean, and standard deviation (*SD*).

The means are the arithmetic average of the response from 1 (least important) to 4 (very important.) In short, the questions that teachers felt were most important will have a very high

means, and questions that teachers thought were least important will have very low means with other values in between.

The standard deviation is a sort of average of the distance of each response from the mean (Brown, 1988, p. 69). In other words, it gives some idea of how the responses spread out around the mean. Higher values for the standard deviation imply greater variation in responses among teachers. Table 4 is organized in question order, so readers can easily find descriptive statistics for each question. For example, 26 teachers rated Item 5, 23 teachers rated Item 3, and 22 teachers rated Item 6 as the most important skills. In addition, 25 teachers rated Item 2, 24 teachers rated Item 4, and 22 teachers rated Item 1 as important skills. And, so forth.

Table 4
Results from Teachers' Questionnaire (Question Order)

Item	1	2	3	4	M	SD
1. Pronunciation/intonation/stress patterns of American English	0	5	22	9	3.11	0.62
2. Lecture note taking	2	8	25	1	2.69	0.62
3. General listening comprehension (besides formal lectures)	0	0	13	23	3.64	0.49
4. Ability to give formal speeches/presentations; ability to participate effectively in class discussions	0	2	24	10	3.22	0.54
5. Ability to communicate effectively with peers in small-group discussions, collaborative projects, or out-of-class study groups	0	0	10	26	3.72	0.45
6. Ability to communicate effectively with teacher in or out of Class	0	1	13	22	3.58	0.55

Note: 1= Very unimportant, 2=Unimportant, 3=Important, 4=Very Important.

Table 5 is organized in mean order, that is, the questions were sorted in order so that the questions with the highest mean (most important) would be at the top and those with the lowest mean (least important) would be at the bottom. This was done to clearly show which skills were most favored by teachers. As a result, items 5, 3, and 6, are the three most important items. Thought Item 2 has a fairly wide standard deviation, it has the lowest mean making it the last item on the mean order table.

Table 5

Results from Teachers' Questionnaire (Mean Order)

Item	<i>M</i>	<i>SD</i>
5. Ability to communicate effectively with peers in small-group discussions, collaborative projects, or out-of-class study groups	3.72	0.45
3. General listening comprehension (besides formal lectures)	3.64	0.49
6. Ability to communicate effectively with teacher in or out of class	3.58	0.55
4. Ability to give formal speeches/presentations; ability to participate effectively in class discussions	3.22	0.54
1. Pronunciation/intonation/stress patterns of American English	3.11	0.62
2. Lecture note taking	2.69	0.62

(b) Students' responses on the language needs and skills. Table 6 shows the results from the seven students. [Appendix D](#) summarizes the students' responses in question order. Like earlier tables, Table 6 is organized so that it presents columns for item number, the frequency that selected 1, 2, 3, and 4, the mean, and standard deviation (*SD*).

As it was difficult to identify which items were more or less important. Nonetheless, Table 6 is organized in mean order within the two sections, that is, the questions were sorted in order so that the questions with the highest mean (most important) would be at the top and those with the lowest mean (least important) would be at the bottom. This was done to clearly show which skills were most favored by students.

For example, items 2, 3, 6, 10, 11, and 16 of section two, and Item 6 of section three were universally considered *most important*. That is why the mean is 4.00 and *SD* is 0.00. In other words, skills related to classroom practices and casual interaction with peers and teachers were all considered *most important*.

Table 6
 Results from Students' Questionnaire (Mean Order)

ITEM	SECTION II	M	SD
2.	Deal with in-class routines in English (e.g., greeting, asking questions, following the teacher's directions)	4.00	0.00
3.	Give in-class presentations/demonstrations in English (e.g., reporting in class on how to make/use something)	4.00	0.00
6.	Consult with my instructor in English (e.g., asking permission to be absent from a class, discussing class-related material)	4.00	0.00
10.	Use English accurately (e.g., correct grammar, punctuation)	4.00	0.00
11.	Use English fluently (e.g., appropriately, with other people, at the right situation)	4.00	0.00
16.	Travel to an English-speaking country (e.g. take a taxi, eat at restaurants)	4.00	0.00
1.	Pass the graduation requirement (e.g., TOEFL test)	3.86	0.35
4.	Engage in classroom discussions (e.g., cultural differences, personal stories)	3.86	0.35
14.	Communicate in writing with friends and teachers (e.g., writing personal letters, memos and cards)	3.86	0.35
13.	Socialize with my friends (e.g., planning parties/picnics, phone conversations)	3.71	0.45
17.	Talk to foreigners and tourists who visit Japan (e.g. give direction)	3.71	0.45
5.	Engage in classroom discussion on current events and social issues.	3.57	0.49
15.	Understand English for entertainment (e.g., watching TV programs/videos, reading comic books, magazines, novels)	3.57	0.49
7.	Engage in formal interviews (e.g., scholarship/job interview)	3.43	0.49
12.	Help non-English speaking family or friends (e.g., filling out forms, giving directions, checking in, making reservations, scheduling, trouble-shooting)	3.29	0.45
8.	Understand academic/technical English terms relevant to subjects (e.g. math, science)	3.14	0.64
9.	Use a computer in English for academic purposes (e.g., internet, chat room, email, homework)	3.14	0.64
	Section III		
6.	Ability to communicate effectively with teachers in or out of class	4.00	0.00
3.	General listening comprehension (besides formal lectures)	3.86	0.35
5.	Ability to communicate effectively with peers in small-group discussions, collaborative projects, or out-of-class study groups	3.86	0.35
4.	Ability to give formal speeches/presentations; ability to participate effectively in class discussions	3.57	0.49
2.	Lecture note taking	3.43	0.73
1.	Pronunciation/intonation/stress patterns of American English	3.29	0.70

c) Parents' responses on the language needs and skills. Table 7 shows the results from the 10 parents' responses. As in the previous section, [Appendix E](#) summarizes the parents' responses in question order. Again, the table is organized so that it presents columns for question item, the frequency that selected 1, 2, 3, and 4, the mean, and standard deviation (*SD*).

Table 7 is presented in mean order, that is, the questions were sorted in order so that the questions with the highest means would be at the top and those with the lowest means would be at the bottom. This was done to clearly show which skills were most favored by parents. In sum, the table shows that Item 2 of section two and Item 3 of section three were the skills that they considered most important. It appears that skills related to everyday classroom practices and interactions other than understanding content of formal lectures were ranked as more important by parents.

Table 7

Results from Parents' Questionnaire (Mean Order)

Items	Section II	<i>M</i>	<i>SD</i>
2.	Deal with in-class routines in English (e.g., greeting, asking questions, following the teacher's directions)	4.00	0.00
1.	Pass the graduation requirement (e.g., TOEFL test)	3.90	0.30
3.	Give in-class presentations/demonstrations in English (e.g., reporting in class on how to make/use something)	3.90	0.30
4.	Engage in classroom discussions (e.g., cultural differences, personal stories)	3.90	0.30
6.	Consult with my instructor in English (e.g., asking permission to be absent from a class, discussing class-related material)	3.90	0.30
8.	Understand academic/technical English terms relevant to subjects (e.g. math, science)	3.80	0.40
12.	Help non-English speaking family or friends (e.g., filling out forms, giving directions, checking in, making reservations, scheduling, trouble-shooting)	3.80	0.40
14.	Communicate in writing with friends and teachers (e.g., writing personal letters, memos, and cards)	3.80	0.40
5.	Engage in classroom discussion on current events and social issues.	3.70	0.46
7.	Engage in formal interviews (e.g., scholarship/job interview)	3.70	0.46
10.	Use English accurately (e.g., correct grammar, punctuation)	3.70	0.46
13.	Socialize with my friends (e.g., planning parties/picnics, phone conversations)	3.70	0.46
16.	Travel to an English-speaking country (e.g. take a taxi, eat at restaurants)	3.70	0.46
17.	Talk to foreigners and tourist who visited Japan (e.g. give direction)	3.70	0.46
11.	Use English fluently (e.g., appropriately, with other people, at the right situation)	3.60	0.49
15.	Understand English for entertainment (e.g., watching TV programs/videos, reading comic books, magazines, novels)	3.50	0.50
9.	Use a computer in English for academic purposes (e.g., internet, chat room, e-mail, homework)	3.50	0.67
Section III items			
3.	General listening comprehension (besides formal lectures)	4.00	0.00
5.	Ability to communicate effectively with peers in small-group discussions collaborative projects, or out-of-class study groups	3.90	0.30
4.	Ability to give formal speeches/presentations ability to participate effectively in class discussions	3.80	0.40
6.	Ability to communicate effectively with teachers in or out of class	3.60	0.49
2.	Lecture note taking	3.10	0.83
1.	Pronunciation/intonation/stress patterns of American English	3.00	0.89

(d) Comparison of the responses of teachers, students, and parents for language skills perceived as important. Table 8 compares the mean responses of students, parents, and teachers to those questions that they had in common. Table 8 presents the questions in order as they appear in the questionnaire.

In short, students perceived item 6 as most important, while parents and teachers ranked items 3 and 5 as most important, respectively. In other words, students and parents perceived general communicative skills such interaction with teachers as most important. Teachers, on the other hand, rated those skills lower and perceived the skills needed to interact with peers both in and out of class as most important.

Table 8

Listening and Speaking Skills that are Perceived as Important (Question Order)

Item	Students (7)	Parents (10)	Teachers (37)
1. Pronunciation/intonation/stress patterns of American English	3.29	0.70	3.00
2. Lecture note taking	3.43	0.73	3.10
3. General listening comprehension (besides formal lectures)	3.86	0.35	4.00
4. Ability to give formal speeches/presentations ability to participate effectively in class discussions	3.57	0.49	3.80
5. Ability to communicate effectively with peers in small-group discussions, collaborative projects, or out-of-class study groups	3.86	0.35	3.90
6. Ability to communicate effectively with teachers in or out of class	4.00	0.00	3.60

(e) Comparison of the responses of students and parents on language needs. Tables 9 compares the mean responses of students and parents to those questions they had in common. [Appendix F](#) presents the questions in order as they appear on the questionnaire. This table is presented so that reactions of students can be compared to those questions the parents most or least favor.

For example, students ranked the first six items more important than parents, but parents rated items 1, 4, 7, 12, 8, and 9 higher than students. This implies that in addition to causal communicative skills in and outside of class with teachers and other students, parents also expect

their children to be able to perform well in academic setting such as formal interview, understand content in regular classrooms and use English for academic purposes.

Table 9
Listening and Speaking Skills Needed to be Achieved Upon Graduation (Mean Order)

Item	Students (7)		Parents (10)	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
2. Deal with in-class routines in English (e.g., greeting, asking questions, following the teacher's directions)	4.00	0.00	4.00	0.00
3. Give in-class presentations/demonstrations in English (e.g., reporting in class on how to make/use something)	4.00	0.00	3.90	0.30
6. Consult with my instructor in English (e.g., asking permission to be absent from a class, discussing class-related material)	4.00	0.00	3.90	0.30
10. Use English accurately (e.g., correct grammar, punctuation)	4.00	0.00	3.70	0.46
16. Travel to an English-speaking country (e.g. take a taxi, eat at restaurants)	4.00	0.00	3.70	0.46
11. Use English fluently (e.g., appropriately, with other people, at the right situation)	4.00	0.00	3.60	0.49
1. Pass the graduation requirement (e.g., TOEFL test)	3.86	0.35	3.90	0.30
4. Engage in classroom discussions (e.g., cultural differences, personal stories)	3.86	0.35	3.90	0.30
14. Communicate in writing with friends and teachers (e.g., writing personal letters, memos and cards)	3.86	0.35	3.80	0.40
13. Socialize with my friends (e.g., planning parties/picnics, phone conversations)	3.71	0.45	3.70	0.46
17. Talk to foreigners and tourist who visited Japan (e.g. give direction)	3.71	0.45	3.70	0.46
5. Engage in classroom discussion on current events and social issues.	3.57	0.49	3.70	0.46
15. Understand English for entertainment (e.g., watching TV programs/videos, reading comic books, magazines, novels)	3.57	0.49	3.50	0.50
7. Engage in formal interviews (e.g., scholarship/job interview)	3.43	0.49	3.70	0.46
12. Help non-English speaking family or friends (e.g., filling out forms, giving directions, checking in, making reservations, scheduling, trouble-shooting)	3.29	0.45	3.80	0.40
8. Understand academic/technical English terms relevant to subjects (e.g. math, science)	3.14	0.64	3.80	0.40
9. Use a computer in English for academic purposes (e.g., internet, chat room, e-mail, homework)	3.14	0.64	3.50	0.67

Qualitative Results

As part of the needs analysis, the last section of each questionnaire provided space for additional comments regarding the survey. These open-ended responses were a valuable source of information because many of them addressed areas that were not covered in the questionnaire.

Out of 37 teachers, 22 wrote their comments regarding the skills students need, expectations, and difficulties they experienced. Furthermore, five parents and two students contributed their opinions in this section. We will first look at the comments from teachers. The comments fall under the following categories:

- Difficulties students encounter in class
- Expected skills in general
 - Concerns about students' listening and speaking skills
 - Concerns about students' written and reading skills
- ELDP's expectations
- Other observations and suggestions

Difficulties students encounter in class. A few teachers gave comments regarding lack of vocabulary and students not being able to express their ideas either orally or in writing as the difficulties that occurred most often.

- ...the inability to produce the thoughts they have in their head, in coherent, clear English is the most frustrating for students to experience (HS)
- ...the student may have trouble answering the question although the student knows the answer. The students have difficulty writing the sentence in their own words (HS)
- Students struggle the most with vocabulary. Very often they have a mental concept or idea, but no vocabulary to express it (ES)

Other difficulties include lack of confidence to ask questions and the ability to work individually.

- Students need to be confident enough to ask questions when unsure or not comprehending.... not remaining silent and / or confused (HS)

- Not able to operate without tech support, trouble with hands-on activities, lack of problem-solving skills, reluctance to work independently (relying too much on group work and peer support) (MS)

Expected skills. Teachers also commented that students should be proficient in all four skills after many years of learning English. In terms of listening and speaking skills, (ELDP) teachers should focus on improving everyday common spoken English and vocabulary, speaking fluency, and pronunciation.

- Speaking fluency needs improvement (HS)
- Ensuring that students are able to pronounce words accurately would give the learner confidence to become orally proficient (ES)
- My students have difficulty pronouncing and spelling sounds that are different or not found in Thai, such as "ch/sh" (ES)
- Pronunciation of new vocabulary is also an issue here in Thailand, more so than I found in the US" (ES)

As for reading and writing skills, teachers reported that students often have difficulty writing complete sentences and with reading comprehension, and that students rely too heavily on technology.

- Written English with sentence structure that matches English and not their native language (HS)
- Writing skills are sorely lacking - sentence structure and grammar are nearly non-existent because the focus of the curriculum is elsewhere (MS)
- Students need research and writing skills that do not involve copy/paste (HS)
- Reading comprehension is a main area of concern and focus that needs to be better addressed (MS)

ELDP's expectations. Teachers suggest that the ELD program could prepare students with basic vocabulary and concepts to help the students.

- Should prepare students with basic vocabulary for courses, for example: research, analyze, evaluate, compare, contrast...As well as basic subject specific vocab, for example: pencil, brush, color, shape, line...(HS)
- Basic grammar and pronunciation are important to be taught in ESL classes so that when they are in a regular class they will feel more comfortable speaking and interacting in English. It will hopefully then allow them to focus on the content and overall comprehension (HS)
- Math vocab (HS)
- ESL classes can help with subject matter vocabulary building, particularly how words are formed and related so that students have the tools to comprehend new vocab (ES)
- ESL/EFL classes need to expose students to more opportunities to see and hear English words (HS).
- I see the function of the ESL teacher to help scaffold the ESL students so that they are able to be better learners in the classroom. The ESL teacher would modify assignments to be more manageable and logical to and ELL. Aural comprehension without pictures or other clues is very difficult for ESL students (ES)
- The need to focus on Academic English and Content-Language Integrated Instruction to ensure student success (Administrator)

Other observations and suggestions from teachers include comments include

- “There is a lack of emphasis on direct language instruction in the lower grades which results in students speaking and writing poorly in formal assessments when entering the middle grades (informal conversational English is the main source of language acquisition in the elementary school) (MS)
- Showing connections between English and the native language is overlooked regarding sentence structure (MS).
- Students would benefit from learning to "de-construct" words; to get at the root of a word and make association with other words of the same root. Students would benefit from making "concept maps" showing links, connections, and hierarchy between and among concepts. Being persistent (HS)

- It is all about being immersed in the target language. The more languages we learn the more we assimilate the rhythm and flow of languages (MS)
- EFL skills depend on context. If you expect a student to function in an English-speaking work world then oral and aural language are critical, but if you expect them to function academically in subject matter courses then it is more important that they write well (Administrator).

All in all, many comments reflected the difficulties teachers observed in ELD students. Most commonly, students were not equipped with the essential skills needed such as reading comprehension and writing to function in regular classrooms especially in upper grade levels.

Parents' comments. The parents' responses⁵ also reveal what they expect from the school and how it can help their children. It was satisfying to see that parents are very open-minded and pleased with their children's improvement. "My son entered RIST gr.6 and now he is in gr.12 of RIS. Almost I'm satisfied with his achievement as a HS student level..."

Their goal was to not only master good pronunciation but to be able to communicate with other English-speakers. "I agree that mastering good pronunciation is expected. But I think it's most important to communicate with many English speakers of the global society even though their pronunciation is not good one. My son has been noticed both how to speak fluently and to communicate with many type of English speakers through his learning English in Thailand."

Other comments from the parents⁶ include their opinions about the importance of English education, differences in traditional English instruction and international school, and what other skills they expect from the school.

- I think being educated in English will be helpful when I think about what I want to do in the future. You only get limited information if you try to find information in Japanese. You can understand what other people around the world are thinking through English. You can access different resources. Therefore, together with the information from Japanese, you can look at what the issue is and what you can do to solve the problem.

⁵ The first two comments were originally in English.

⁶ The following comments were written in Japanese and, therefore, translated and checked by a native speaker of Japanese.

- This might seem extreme, but in Japanese middle schools... education is based on what the students are provided with, and geared towards studying for the university entrance exams (My opinion after having gone to informational sessions for middle schools when I was thinking about having my daughter go through the middle school entrance exams!). I had times when I was confused about the difference in approaches to education here... but when I see my daughter now, I strongly feel that kids need to be able to think and act by themselves. I feel that being able to transfer from ELD to the Regular classes will enable my daughter to stand on the starting line at this school. That way, I think my daughter will be able to see her goals for the future.

In short, Japanese parents are well satisfied with the schools program in helping their children improve both in language and academic skills. Their goal for sending their children to international school may not be because they want their children to speak and sound like Caucasian-native speaker, but they see English education as tool necessary for their children to communicate with other English speakers, seek information from various resources, and use those information toward their goals.

Students' comments. As for the students, there were only two comments that in fact express completely different opinions. One of the comments was very positive about the school's ELD program, stating that the "First day of the school was little bit hard for me but everyone including teachers and students were trying to help me." The other comment was more critical, that assigning students to ELD classes would not help if the students use only their mother tongue among themselves and do not try hard to study or improve their English.

DISCUSSION

The purpose of this study was to investigate which listening and speaking skills and needs of teachers, students, and parents at RIS perceived as most important and most needed. We can begin the discussion by answering the following research questions:

Research Question 1

What communicative abilities do teachers, students, and parents perceive as being very important components of academic listening and speaking skills? What communicative abilities do each group consider most important? When comparing the means of each group on listening and speaking skills, items 3, 5, and 6 were all ranked the highest (see Table 8). In short, all three groups perceive informal speaking and listening in situations such as pair work, small group discussion, out-of-class study groups, and being able to communicate with teachers as most important. This is also reflected in the comments from the open-response section of the teachers' questionnaire. A high school teacher commented on listening skills, saying, "Students need to learn to use every day common spoken English and vocabulary to communicate in and outside of the classroom."

Another high school teacher wrote, "Often, students don't understand my question, and so it is very important for the teacher to be patient and able to explain multiple times." Moreover, "Listening and interpreting skills are a must. Being able to comprehend spoken English and act on the information is also important."

On the other hand, parents perceived the ability to give formal speeches and presentations (Item 4) more important than students and teachers did. Comments from parents, however, do not necessary reflect usage in a formal setting; they are more concerned with using English as a medium to gather information and express it to a wider audience. A parent wrote, "I want my children to be able to gather information through different resources by using English." Another expressed that they want their children to "Be able to express/explain new words they look up in their own words."

Subsequently, students perceived skills such as producing American English pronunciation, intonation, and stress patterns higher than teachers and parents (item 1). This concern was also reflected in the interviews with Japanese students earlier. However, there were no comments regarding the importance of the need to achieve native speaker-like from neither teachers nor parents. Parents, in particular, did not see the need for their children to be native-speaker like, as one parent commented, "I think it's most important to communicate with many English speakers of the global society even though their pronunciation is not good one. My son has been noticed both how to speak fluently and to communicate with many type of English speakers through his

learning English in Thailand.” Lastly, lecture note-taking skills are not as important to teachers as it is to students and parents (item 2).

Research Question 2

What do both parents and students perceive as being very important communicative abilities upon graduating? What communicative abilities do students consider more important than parents do? What communicative abilities do parents consider more important than students do?

Table 9 shows that academic listening and speaking skills that deal with in-class routine, such as greeting, asking questions, and following the teacher’s directions are considered the most important skills (Item 2), followed by being able to give in-class presentations (Item 3), and being able to consult with teachers (Item 6) respectively. The results from this section are relatively similar to findings in the previous section.

After excluding the previous three questions, we can see that students perceive being able to use English accurately and fluently (items 10 and 11) more important than parents. Interestingly, students also rated listening and speaking skills for social interactions and travelling (items 13-17) purposes slightly higher than did parents.

Finally, parents are more concerned about their children’s academic performance, presented by higher means in items 1, 4, 5, 7, 8, 9, and 12.

In sum, the results from the questionnaire suggest that teachers, parents, and students perceive informal speaking and listening in situations such as pair work, small group discussion, out-of-class study groups, and being able to communicate with teachers as most important. As important as the academic language use in classrooms, everyday conversational English should also be taken into account to ensure effective communication in context such as international schools.

Goals and Objectives

As mentioned earlier, the purpose of a needs analysis is to gather information used as the basis for developing a curriculum that meets the learning needs of a particular group of students. Once identified, the needs can be stated in terms of goals and objectives, which can then serve as the basis for developing classroom activities and testing materials. Brown (1995, p. 72) suggests, “the purpose of defining goals makes the curriculum developers and participants consider, or

reconsider, the program's purpose with specific reference to what the students should be able to do when they leave the program.”

In this section, I will use the information gathered from the needs analysis with teachers, students, and parents at RIS to formulate goals and objectives for a listening and speaking course. The goals of listening and speaking course are a) students will be able to converse in everyday conversational English with a focus on communicative abilities that deal with in-class routine, such as greeting, asking questions, and following the teacher's directions and b) develop oral language skills that will prepare them to participate in class discussions, make oral presentations before an audience, and respond to questions. More precisely, by the end of the course, the students will be able to (a) communicate effectively orally, using coherent language appropriate to purpose, occasion, and audience, and (b) communicate effectively orally in pair work, group work, and with teachers in and outside of classroom.

Like needs analysis, goals and objective are a part of the overall process of curriculum development and/or evaluation. In other words, goals and objectives do not stand-alone and are alterable as the needs of all stakeholders' involved change. As Brown (1995, p. 97) states, goals and objectives “must not be viewed as a finished product but rather as a flexible aid in the never-ending process of developing a refining a language program.”

CONCLUSION

Limitations

While this study revealed interesting perspectives of teachers, students, and parents about the necessary listening and speaking skills and needs of EFL students in international schools in Thailand, it is important to consider some of the limitations of the study. First, and foremost, is the small return rate. Although the questionnaire was well received and supported by faculties of RIS, there was no guarantee of the return rate. The questionnaire was also distributed through email, which leads us into problems such as that some students and parents rarely checked their email or, even if they did, the questionnaire was ignored. Second, targeting only people of Japanese ethnicity was another factor of the small return rate. As explained earlier, Japanese students were the center of this study because of my experience working with them and because of various concerns raised by teachers. Therefore, the results could not and should not be

generalized. Third, questionnaire items could be improved and piloted for reliability and validity. Consequently, we should also include students of all nationality in the ELD program for further investigation.

Implications

Despite the limitations, the results gathered from the questionnaires showed the everyday conversational English both in and out of class is perceived as important communicative abilities by teachers, students, and parents. In addition, “open-responses comments revealed valuable information because they brought attention to areas which were not formally addressed by the questionnaire” (Iwai et al., 1999, p. 69). The open-response comments reveal a pattern that lower levels should focus on direct language instruction, so students will be able to acquire the English language naturally. Subsequently, the intermediate level could focus on building writing and reading comprehension skills. Last, to help more advanced students, ELD teachers should focus on developing students’ academic literacy skills, such as writing research papers.

It can be summarized that, from the teachers’ perspective, there is a need for ELD teachers to focus much more on building strong foundations of not only listening and speaking skills but also reading and writing skills. Teachers’ comments generally express the need for ELD classes to focus on word formations, basic vocabulary, grammar, everyday spoken English words, and pronunciation, to help students comprehend better and participate actively in regular classrooms.

In addition to regular classroom activities, ELD teachers could set aside 10 to 15 minutes of their class time focusing on improving students listening and speaking skills. The activities could be aiming at developing conversational skills for interaction and transaction (Richards, 2009). Such activities could be introducing connected speech (Brown & Hilferty, 2006; Brown, forthcoming), also known as reduced forms (Cahill, 2006), to students to enhance their speaking and listening skills.

Connected speech. Kelly stated (2000) that simple awareness of sentence stress and intonation could help in enabling students to better understand the language they hear. According to Brown (forthcoming), connected speech or reduced forms are not signs of sloppy or careless English, but rather the very real part of the English language. Additionally, many native speakers of North American English perceive connected speech to be more natural, friendlier, more personal

or intimate, and more sympathetic (Brown, forthcoming, p. 12). As a result, many non-native speakers sound less natural when spoken in a clear, precise manner.

As mentioned previously, students participated in this survey rated the skills of “Pronunciation/intonation/stress patterns of American English” higher than teachers and parents, indicating their preference to be fluent like native speakers. By introducing connected speech, not only will it help increase the students’ awareness of natural speech production and reception, they will also find interesting information about speech production that they will enjoy learning.

On the other hand, some may argue that it is not the goal of EFL instruction to sound like a native speaker. However, the goal of introducing connected speech is not to sound like native speakers, instead it is to preparing students with the familiarity of natural speech. As Brown (forthcoming) explains “that becoming proficient in English should be expanded beyond learning only the traditional sets of linguistic tools of grammar, vocabulary, and pronunciation” Students should be aware that spoken English does not always require the use of perfect grammar nor complete sentences. Or that vocabulary is not a list of words with single meaning. Without the understanding of natural speech, students may sound strange to native speakers. This is applicable to this group of students at this international school, as they express the need for skills of like American English. One can assume that because they feel pressure by peers and their goals of continuing their studies in an English-speaking country.

Importance of students’ native language. Interestingly, there are opposing views concerning using the students’ native language. One teacher commented that students should “write with sentence structure that matches English and not their native language,” while another teacher suggested the opposite, “showing connections between English and the native language is overlooked regarding sentence structure.” Much of the literature suggests bilingual instruction; making use of the students’ native language could improve their ability and create a more relaxing learning environment. However, it may not be practical in this community because ELD teachers do not share the same L1 as their students, and the students and teachers come from different backgrounds.

All in all, international schools are an appealing alternative for parents who seek the best education for their children. However, they also expect the best form of education, one that is worth the investment. Therefore, each school has to operate with its best curriculum, faculty, and

instructors. By keeping up with the needs of all parties involved the school's administration can not only provide the best education to the students, but take into account the teachers' opinions and meet the expectations of parents.

I hope that this needs analysis serves as good source for faculty members in charge of the ELDP to use in the ongoing development of the course for current and future students. It should also help in re-evaluating existing programs, so that they will respond to the needs of all parties involved.

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APPENDIX AENGLISH AS A FOREIGN LANGUAGE LEARNING NEEDS QUESTIONNAIRE
(For Faculty)

To All faculty members of Ruamrudee International School:

My name is Priw-Prae Litticharoenporn. I am an alum of the class of 2008 and currently a graduate student at the University of Hawaii at Manoa in the Department of Second Language Studies.

As part of the requirements for earning my graduate degree, I am conducting this needs analysis for a curriculum development project. The purpose of my project is to investigate the language needs of students, teachers, and parents with the aims of developing a support program for English language learners.

Specifically this questionnaire intends to examine the needs of oral production and aural comprehension in EFL of students.

Your cooperation and opinions are highly appreciated.

Section I: Background Information

1. Subject and level you are currently teaching
2. How long have you been teaching at RIS
 ___years ___months
3. Have you taught in a country where English is a second language?
 - a. If yes, where _____
 - b. How many ___years ___months
4. Have you taught in a country where English is a foreign language?
 - a. If yes, where _____
 - b. How many ___years ___months
5. Highest level of education

Section II Please rate all skills below in order of importance

	Very Important	Important	Unimportant	Very Unimportant
Pronunciation/intonation/stress patterns of American English				
Lecture note taking				
General listening comprehension (besides formal lectures)				
Ability to give formal speeches/presentations ability to participate effectively in class discussions				
Ability to communicate effectively with peers in small-group discussions, collaborative projects, or out-of-class study groups				
Ability to communicate effectively with you in or out of class				

Summary Comments:

Are there any other comments that might be helpful in assessing what oral skills you expect in general of your students, what specific difficulties students encounter in classroom, specifically oral production and aural comprehension, and what EFL/ESL classes should do to better prepare them for subject-matter courses?

Thank you very much for your cooperation.

If you would like a copy of our findings, please provide your name and address below:

Online Form

<https://docs.google.com/forms/d/1NJpxWXym8n6vHkkCjiITlgYPe6uAjpg7VxCtYxc0zfe/viewform>

APPENDIX BENGLISH AS A FOREIGN LANGUAGE LEARNING NEEDS QUESTIONNAIRE
(for Students)

My name is Priw-Prae Litticharoenporn. I am alum of class 2008 and currently a graduate student at the University of Hawaii at Manoa (UH) in the Department of Second Language Studies. As part of the requirements for earning my graduate degree, I am doing a curriculum development project. The purpose of my project is to investigate the language needs of students, teachers, and parents with aims of developing a support program for English language learners.

Your cooperation and opinions are highly appreciated.

学生による言語の必要性アンケート

学生の皆さんへ、

私はミント申します。2008年度の卒業生です。現在、ハワイ大学マノア校の大学院生です。卒業論文のテーマとして、英語学習者のための支援プログラムを開発する研究をしており、学生、教師、保護者の言語のニーズを調査しています。この研究調査用データとして学生の皆さんを対象にアンケートを実施させて頂くことになりました。ぜひ皆さんのご意見をお聞かせ下さい。ご協力の程、宜しくお願い致します。

記入によって得られた個人情報には目的外に使用する事はなく、私の卒業論文以外に使用する事はございません。ご理解の程、よろしくお願い致します。

ご協力ありがとうございます。

Section I: Background Information

1. Age 年齢
2. Grade
3. Number of years at RIS どのぐらいこの学校にいましたか？
 - A. (___年 ___月
4. Did you study English anywhere other than at RIS (RIS 以外のどこで英語を勉強しましたか？)
 - A. No. いいえ/RIS 以外で勉強していない
 - B. Yes, in secondary/elementary school in Japan はい、日本で小学校と中学校
 - C. Yes, in secondary/elementary school in Thailand はい、タイで小学校と中学校
 - D. Yes, at other institution(s): please specify: はい、他の学校

5. [If answer to #4 is "Yes"] How long did you study English at the institution(s) indicated above?

4番で「はい」と答えた場合、どのぐらいその学校に通っていましたか？

(____年 ____月)

6) When do you use English outside the classroom? (Mark all that apply)

授業以外のいつ英語を使いますか？

A. Talking with English-speaking people (e.g., English teachers, friends,)

英語を使っている人 (例：先生、外国人の友達)

B. Writing cards/letters to English-speaking people

外国人に送るカードとメール書く時

C. In other situations

他の状況

D. never/rarely

あまり使わない

7) Are you interested in visiting any English-speaking country? (Mark all that apply)

英語を主要言語として使っている国に行く興味がありますか？

A. Yes, to study in a 4-year college/university

はい、大学で勉強したい

B. Yes, as an exchange/foreign student

はい、交換留学生として

C. Yes, as a tourist

はい、観光客として

D. Yes, to visit relatives

はい、親戚を訪問するために

E. No, I'm not interested in visiting any English speaking country

いいえ、興味なし

8) What are your plans after graduating high school? 高校卒業後の予定は何ですか？

A. Stay and study in international college in Thailand

タイに残って、英語を主に使う大学で学びたい

B. Go back to Japan and study in a Japanese university

日本に戻って、日本の大学で学びたい

C. Go back to Japan and study in an international university in Japan

日本に戻って、英語を主に使う大学で学びたい

D. Study in a 4-year college/university in an English-speaking country

英語を主要言語とする国の大学で学びたい

Others

その他：

Section II: Language Needs

Please read each statement and indicate the extent to which you agree or disagree as follows:

次の文章を読んで、どのぐらい同意しますか？

At the end of the senior year at RIS, I WANT TO BE ABLE TO perform the following:

高校卒業をするまでに、私は _____ できるようになりたい。

	Strongly Agree 非常に同意する	Agree 同意する	Disagree 同意しない	Strongly Disagree 全く同意しない
Pass the graduation requirement (e.g., TOEFL test) 卒業要件に合格する				
Deal with in-class routines in English (e.g., greeting, asking questions, following the teacher's directions) (授業の流れに慣れたい／ついていけるようになりたい (教師の指示に従う、質問をする、挨拶をする など。))				
Give in-class presentations/demonstrations in English (e.g., reporting in class on how to make/use something) 授業で英語で発表できるようになりたい				
Engage in classroom discussions (e.g., cultural differences, personal stories) 授業で先生や友達とディスカッションをできるようになりたい				
Engage in classroom discussion on current events and social issues. 授業で先生や友達と時事問題や社会問題について会話できるようになりたい				
Consult with my instructor in English (e.g., asking permission to be absent from a class, discussing class-related material) 先生に相談できるようになりた				

い (例: 欠席の承認をもらう、授業の内容について話す)				
Engage in formal interviews (e.g., scholarship/job interview) 正式な面接できるようになりたい				
Understand academic/technical English terms relevant to subjects (e.g. math, science) 授業に関連する技術的/アカデミック英語の用語分かるようになりたい				
Use a computer in English for academic purposes (e.g., internet, chat room, e-mail, homework) アカデミック英語でコンピュータを使用できるようになりたい				
Use English accurately (e.g., correct grammar, punctuation) 正確に英語を使えるようになりたい (例、正しい文法、句読点)				
Use English fluently (e.g., appropriately, with other people, in the right situation) 流暢に英語が使えるようになりたい (例、相手や場所を理解した上で使えるようになりたい)				
Help non-English speaking family or friends (e.g., filling out forms, giving directions, checking in, making reservations, scheduling, trouble-shooting) 英語を分からない家族や友達を助けられるようになりたい				
Socialize with my friends (e.g., planning parties/picnics, phone conversations) 友達と交流できるようになりたい (イベントの企画や電話)				
Communicate in writing with friends and teachers (e.g., writing personal letters, memos, and cards) 友人や教師と字面でコミュニケ				

ーションできるようにになりたい				
Understand English for entertainment (e.g., watching TV programs/videos, reading comic books, magazines, novels) 娯楽のための英語が理解できるようにになりたい (テレビ番組、まんが、雑誌、小説)				
Travel to an English-speaking country (e.g. take a taxi, eat at restaurants) 外国に旅行できるようにになりたい				
Talk to foreigners and tourists who visited Japan (e.g. give directions) 日本に旅行で来る外国人と会話できるようにになりたい				

Section III: Language Skills

Please rate all skills below in order of importance

重要度の順に、以下のすべての技量を評価してください

	Very Important 非常に重要	Important 重要	Unimportant 重要ではない	Very Unimportant 全く重要ではない
Pronunciation/intonation/stress patterns of American English アメリカ英語の発音やイントネーション				
Lecture note taking 講義中のノート作成				
General listening comprehension (besides formal lectures) 一般的な聴解				
Ability to give formal speeches/presentations ability to participate effectively in class discussions 授業の中、英語で発表やスピーチを効果的に参加する能力				
Ability to communicate effectively with peers in small-				

<p>group discussions, collaborative projects, or out-of-class study groups グループでのディスカッション中、クラスメートと効果的にコミュニケーションを取ることができる</p>				
<p>Ability to communicate effectively with teachers in or out of class クラス外で先生と効果的にコミュニケーションをとることができる</p>				

Other (please specify and rank):

その他:

Do you have additional comments that you feel are not included above?

If yes, please write your answers below.

あなたが思うことを自由に書いてください。

その他、ご意見 ご関心とありましたらお書きください

Online Form: <https://docs.google.com/forms/d/1rbQgFk5usNdzCzjTo9pDPI--6-vTbeaYsR6Pjx30ifl/viewform>

APPENDIX C
(For Parents)

皆様へ、

私はミント申します。2008年度の卒業生です。現在、ハワイ大学マノア校の大学院生です。卒業論文のテーマとして、英語学習者のための支援プログラムを開発する研究をしており、学生、教師、保護者の言語のニーズを調査しています。この研究調査用データとして学生の皆さんを対象にアンケートを実施させて頂くことになりました。ぜひ皆さんのご意見をお聞かせ下さい。

ご協力の程、宜しくお願い致します。

本アンケートは英語を第二言語として勉強している生徒の会話力と聴解力の必要性を調査することを目的としています。

記入によって得られた個人情報には目的外に使用する事はなく、私の卒業論文以外に使用する事はございません。ご理解の程、よろしくお願い致します。

My name is Priw-Prae Litticharoenporn. I am an alum of the class of 2008 and currently a graduate student at the University of Hawaii at Manoa in the Department of Second Language Studies.

As part of the requirements for earning my graduate degree, I am conducting this needs analysis for a curriculum development project. The purpose of my project is to investigate the language needs of students, teachers, and parents with the aims of developing a support program for English language learners.

Specifically this questionnaire intends to examine the needs of oral production and aural comprehension in EFL of students.

Your cooperation and opinions are highly appreciated.

Section I: Background Information

1. Age 年齢
2. Occupation 職業
3. Highest level of education 最終教育歴
4. How many years have you been in Thailand?
 - a. どのくらいタイに在住していらっしゃいますか?
 - b. (___年 ___月)
5. Have you been to an English-speaking country?

英語を主要言語とする国に行ったことがありますか

はい

いいえ

「はい」と答えた方、どのぐらいいらっしゃいましたか？
 ____年 ____月

Section II: Language Needs

Please read each statement and indicate the extent to which you agree or disagree as follows:
 次の文章を読んで、どのぐらい同意しますか？

At the end of the senior year at RIS, I WANT MY CHILDREN TO BE ABLE TO perform the following:

高校卒業をするまでに、子供は_____できるようにしてほしい。

	Strongly Agree 非常に同意する	Agree 同意する	Disagree 同意しない	Strongly Disagree 全く同意しない
1. 卒業要件に合格してほしい Pass the graduation requirement (e.g., TOEFL test)				
2. 授業の流れに慣れたい／ついていけるようになってほしい (教師の指示に従う、質問をする、挨拶をするなど。) Deal with in-class routines in English (e.g., greeting, asking questions, following the teacher's directions)				
3. 授業で英語で発表できるようにしてほしい Give in-class presentations/demonstrations in English (e.g., reporting in class on how to make/use something)授業で英語で発表できるようにになりたい				
4. 授業で先生や友達とディスカッションをできるようにしてほしい Engage in classroom discussions (e.g., cultural differences, personal stories)				

5. 授業で先生や友達と時事問題や社会問題について会話できるようになってほしい Engage in classroom discussion on current events and social issues.				
6. 先生に相談できるようになってほしい (例: 欠席の承認をもらう、授業の内容について話す) Consult with instructor in English (e.g., asking permission to be absent from a class, discussing class-related material)				
7. 正式な面接できるようになってほしい Engage in formal interviews (e.g., scholarship/job interview)				
8. 授業に関連する技術的/アカデミック英語の用語分かるようになってほしい Understand academic/technical English terms relevant to subjects (e.g. math, science)				
9. アカデミック英語でコンピュータを使用できるようになってほしい Use a computer in English for academic purposes (e.g., internet, chat room, e-mail, homework)アカデミック英語でコンピュータを使用するようになりたい				
10. 正確に英語を使えるようになってほしい (例、正しい文法、句読点) Use English accurately (e.g., correct grammar, punctuation)				
11. 流暢に英語を使えるようになってほしい (例、相手や場所を理解した上で使				

えるようになりたい) Use English fluently (e.g., appropriately, with other people, at the right situation)				
12. 英語を分からない家族や友達を助けられるようになってほしい Help non-English speaking family or friends (e.g., filling out forms, giving directions, checking in, making reservations, scheduling, trouble-shooting)				
13. 友達と交流できるようになってほしい (イベントの企画や電話) Socialize with friends (e.g., planning parties/picnics, phone conversations)				
14. 友人や教師と字面でコミュニケーションできるようになってほしい Communicate in writing with friends and teachers (e.g., writing personal letters, memos, and cards)				
15. 娯楽のための英語が理解できるようになってほしい (テレビ番組、まんが、雑誌、小説) Understand English for entertainment (e.g., watching English TV programs/videos, reading comic books, magazines, novels)				
16. 外国に旅行できるようになってほしい Travel to an English-speaking country (e.g. take a taxi, eat at restaurants)				
17. 日本に旅行で来る外国人と会話できるようになってほしい Talk to foreigners and tourists who visit Japan (e.g. give direction)				

Section III: Language Skills

Please rate all skills below in order of importance

重要度の順に、以下のすべての技量を評価してください

	Very Important 非常に重要	Important 重要	Unimportant 重要ではない	Very Unimportant 全く重要ではない
1. アメリカ英語の 発音やイントネー ション Pronunciation/intonati on/stress patterns of American English				
2. 講義中ノート作 成 Lecture notetaking				
3. 一般的な聴解 General listening comprehension (besides formal lectures)				
4. 授業の中、英語 で発表やスピーチ を効果的に参加す る能力 Ability to give formal speeches/presentation s ability to participate effectively in class discussions 授業の 中、英語で発表や スピーチを効果的 に参加する能力				
5. グループでのデ ィスカッション中 、クラスメートと 効果的にコミュニ ケーションを取る ことができる Ability to communicate effectively with peers in small-group				

discussions, collaborative projects, or out-of-class study groups				
6. クラス外で先生 と効果的にコミュ ニケーションをと ることができる Ability to communicate effectively with teachers in or out of class				

Other (please specify and rank):

その他:

Do you have additional comments that you feel are not included above?

If yes, please write your answers below.

あなたが思うことを自由に書いてください。

その他、ご意見 ご関心とありましたらお書きください

Online Form:

<https://docs.google.com/forms/d/1ihSVoAcntMC4tzJDrpQtdEJErVSbKJIPBPrNiBb2SUY/viewform>

Appendix D*Results from Students' Questionnaire (Question Order)*

Section II Items	1	2	3	4	<i>M</i>	<i>SD</i>
1. Pass the graduation requirement (e.g., TOEFL test)	0	0	1	6	3.86	0.35
2. Deal with in-class routines in English (e.g., greeting, asking questions, following the teacher's directions)	0	0	0	7	4.00	0.00
3. Give in-class presentations/demonstrations in English (e.g., reporting in class on how to make/use something)	0	0	0	7	4.00	0.00
4. Engage in classroom discussions (e.g., cultural differences, personal stories)	0	0	1	6	3.86	0.35
5. Engage in classroom discussion on current events and social issues.	0	0	3	4	3.57	0.49
6. Consult with my instructor in English (e.g., asking permission to be absent from a class, discussing class-related material)	0	0	0	7	4.00	0.00
7. Engage in formal interviews (e.g., scholarship/job interview)	0	0	4	3	3.43	0.49
8. Understand academic/technical English terms relevant to subjects (e.g. math, science)	0	1	4	2	3.14	0.64
9. Use a computer in English for academic purposes (e.g., internet, chat room, e-mail, homework)	0	1	4	2	3.14	0.64
10. Use English accurately (e.g., correct grammar, punctuation)	0	0	0	7	4.00	0.00
11. Use English fluently (e.g., appropriately, with other people, at the right situation)	0	0	0	7	4.00	0.00
12. Help non-English speaking family or friends (e.g., filling out forms, giving directions, checking in, making reservations, scheduling, trouble-shooting)	0	0	5	2	3.29	0.45
13. Socialize with my friends (e.g., planning parties/picnics, phone conversations)	0	0	2	5	3.71	0.45
14. Communicate in writing with friends and teachers (e.g., writing personal letters, memos, and cards)	0	0	1	6	3.86	0.35
15. Understand English for entertainment (e.g., watching TV programs/videos, reading comic books, magazines, novels)	0	0	3	4	3.57	0.49
16. Travel to an English-speaking country (e.g. take a taxi, eat at restaurants)	0	0	0	7	4.00	0.00
17. Talk to foreigners and tourist who visited Japan (e.g. give direction)	0	0	2	5	3.71	0.45
Section III Items						
1. Pronunciation/intonation/stress patterns of American English	0	2	3	3	3.29	0.70
2. Lecture note taking	0	1	2	4	3.43	0.73
3. General listening comprehension (besides formal lectures)	0	0	1	6	3.86	0.35
4. Ability to give formal speeches/presentations ability to participate effectively in class discussions	0	0	3	4	3.57	0.49
5. Ability to communicate effectively with peers in small-group discussions, collaborative projects, or out-of-class study groups	0	0	1	6	3.86	0.35
6. Ability to communicate effectively with teachers in or out of class	0	0	0	7	4.00	0.00

Note. 4=Very Important, 3=Important, 2=Unimportant, 1= Very unimportant.

Appendix E*Results from Parents' Questionnaire (Question Order)*

Section II items	1	2	3	4	<i>M</i>	<i>SD</i>
1. Pass the graduation requirement (e.g., TOEFL test)	0	0	1	9	3.90	0.30
2. Deal with in-class routines in English (e.g., greeting, asking questions, following the teacher's directions)	0	0	0	10	4.00	0.00
3. Give in-class presentations/demonstrations in English (e.g., reporting in class on how to make/use something)	0	0	1	9	3.90	0.30
4. Engage in classroom discussions (e.g., cultural differences, personal stories)	0	0	1	9	3.90	0.30
5. Engage in classroom discussion on current events and social issues.	0	0	3	7	3.70	0.46
6. Consult with my instructor in English (e.g., asking permission to be absent from a class, discussing class-related material)	0	0	1	9	3.90	0.30
7. Engage in formal interviews (e.g., scholarship/job interview)	0	0	3	7	3.70	0.46
8. Understand academic/technical English terms relevant to subjects (e.g. math, science)	0	0	2	8	3.80	0.40
9. Use a computer in English for academic purposes (e.g., internet, chat room, e-mail, homework)	0	1	3	6	3.50	0.67
10. Use English accurately (e.g., correct grammar, punctuation)	0	0	3	7	3.70	0.46
11. Use English fluently (e.g., appropriately, with other people, at the right situation)	0	0	4	6	3.60	0.49
12. Help non-English speaking family or friends (e.g., filling out forms, giving directions, checking in, making reservations, scheduling, trouble-shooting)	0	0	2	8	3.80	0.40
13. Socialize with my friends (e.g., planning parties/picnics, phone conversations)	0	0	3	7	3.70	0.46
14. Communicate in writing with friends and teachers (e.g., writing personal letters, memos, and cards)	0	0	2	8	3.80	0.40
15. Understand English for entertainment (e.g., watching TV programs/videos, reading comic books, magazines, novels)	0	0	5	5	3.50	0.50
16. Travel to an English-speaking country (e.g. take a taxi, eat at restaurants)	0	0	3	7	3.70	0.46
17. Talk to foreigners and tourist who visited Japan (e.g. give direction)	0	0	3	7	3.70	0.46
Section III items						
1. Pronunciation/intonation/stress patterns of American English	0	1	5	3	3.00	0.89
2. Lecture note taking	0	3	3	4	3.10	0.83
3. General listening comprehension (besides formal lectures)	0	0	0	10	4.00	0.00
4. Ability to give formal speeches/presentations ability to participate effectively in class discussions	0	0	2	8	3.80	0.40
5. Ability to communicate effectively with peers in small-group discussions, collaborative projects, or out-of-class study groups	0	0	1	9	3.90	0.30
6. Ability to communicate effectively with teachers in or out of class	0	0	4	6	3.60	0.49

Note. 4=Very Important, 3=Important, 2=Unimportant, 1= Very unimportant.

Appendix F

Listening and Speaking Skills Needed to be Achieved Upon Graduation (Question Order)

Item	Students (7)		Parents (10)	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
1. Pass the graduation requirement (e.g., TOEFL test)	3.86	0.35	3.90	0.30
2. Deal with in-class routines in English (e.g., greeting, asking questions, following the teacher's directions)	4.00	0.00	4.00	0.00
3. Give in-class presentations/demonstrations in English (e.g., reporting in class on how to make/use something)	4.00	0.00	3.90	0.30
4. Engage in classroom discussions (e.g., cultural differences, personal stories)	3.86	0.35	3.90	0.30
5. Engage in classroom discussion on current events and social issues.	3.57	0.49	3.70	0.46
6. Consult with my instructor in English (e.g., asking permission to be absent from a class, discussing class-related material)	4.00	0.00	3.90	0.30
7. Engage in formal interviews (e.g., scholarship/job interview)	3.43	0.49	3.70	0.46
8. Understand academic/technical English terms relevant to subjects (e.g. math, science)	3.14	0.64	3.80	0.40
9. Use a computer in English for academic purposes (e.g., internet, chat room, e-mail, homework)	3.14	0.64	3.50	0.67
10. Use English accurately (e.g., correct grammar, punctuation)	4.00	0.00	3.70	0.46
11. Use English fluently (e.g., appropriately, with other people, at the right situation)	4.00	0.00	3.60	0.49
12. Help non-English speaking family or friends (e.g., filling out forms, giving directions, checking in, making reservations, scheduling, trouble-shooting)	3.29	0.45	3.80	0.40
13. Socialize with my friends (e.g., planning parties/picnics, phone conversations)	3.71	0.45	3.70	0.46
14. Communicate in writing with friends and teachers (e.g., writing personal letters, memos, and cards)	3.86	0.35	3.80	0.40
15. Understand English for entertainment (e.g., watching TV programs/videos, reading comic books, magazines, novels)	3.57	0.49	3.50	0.50
16. Travel to an English-speaking country (e.g. take a taxi, eat at restaurants)	4.00	0.00	3.70	0.46
17. Talk to foreigners and tourists who visit Japan (e.g. give direction)	3.71	0.45	3.70	0.46

Note. 4=Very Important, 3=Important, 2=Unimportant, 1= Very unimportant.