TABLE OF CONTENTS

	Page
Acknowledgements	٧
Abstract	vii
Chapter I Introduction	1
1.1 Rationale and Significance of the Problem	2
1.2 Objectives of the Thesis	4
1.3 Scope of the Study	5
1.4 Definitions	6
1.5 Significance of the Thesis Research	7
1.6 Abbreviations	8
Chapter II Review of Literature	9
2.1 Theoretical Background of Needs Analysis and Problems in	9
Teaching and Studying ESP	
2.2 Related Research on Needs Analysis and Problems in Teaching	2 5
and Studying ESP	
Chapter III Methodology	32
3.1 Preparation of the Study	33
3.2 Target Population	34
3.3 Instruments	3 5
3.4 Data Gathering Procedures	39
3.5 Analysis of Data	41
Chapter IV Results	43
4.1 An Analysis of Second Year Student Questionnaires	44
4.2 An Analysis of Third Year Student Questionnaires	56
4.3 An Analysis of Nurse Questionnaires	68

4.4 Comparisons of Subjective Needs of the Three Groups of	80
Subjects in Studying Nursing English	
Chapter V Conclusion and Discussion	84
5.1 Summary of the Study	84
5.2 Discussion of Results	89
5.3 Implications for Course Design	93
5.4 Recommendations for Further Research	98
Appendices	99
Appendix A: The Second Year Student Questionnaire (English Version)	100
Appendix B: The Second Year Student Questionnaire (Thai Version)	107
Appendix C: The Third Year Student Questionnaire (English Version)	114
Appendix D: The Third Year Student Questionnaire (Thai Version)	121
Appendix E: The Nurse Questionnaire (English Version)	128
Appendix F: The Nurse Questionnaire (Thai Version)	135
Appendix G: Reliability Indexes	141
Bibliography	145

LIST OF TABLES

	Page
Table 1: Subjects of the Study	40
Table 2: Second Year Student Need for English in Daily Life	44
Table 3: The Frequency of Subjects' Practice of English	45
Table 4: Need for Listening Skills	45
Table 5: Need for Speaking Skills	46
Table 6: Need for Reading Skills	47
Table 7: Need for Writing Skills	48
Table 8: Problems in Using Listening Skills	49
Table 9: Problems in Using Speaking Skills	49
Table 10: Problems in Using Reading Skills	50
Table 11: Problems in Using Writing Skills	51
Table 12: Subjective Needs for Teachers and Teaching Methods	52
Table 13: Subjective Needs for Materials	52
Table 14: Subjective Needs for Testing and Evaluation	53
Table 15: Subjective Needs for Skills to be Emphasized	54
Table 16: Subjective Needs for Number of English Courses Required,	54
Hours of Teaching, and Studying Time	
Table 17: Subjective Needs for English Course Content	55
Table 18: Third Year Student Need for English in Daily Life	57
Table 19: The Frequency of Subjects' Use of English in Studying Nursing	57
Courses	
Table 20: Need for Listening Skills in Studying Nursing Courses	58
Table 21: Need for Speaking skills in Studying Nursing Courses	58
Table 22: Need for Reading skills in Studying Nursing Courses	59
Table 23: Need for Writing skills in Studying Nursing Courses	59
able 24: Problems in Applying Listening Skills in Studying Nursing Courses	60

Table 25: Problems in Applying Speaking Skills in Studying Nursing Course	s 60
Table 26: Problems in Applying Reading Skills in Studying Nursing Courses	6
Table 27: Problems in Applying Writing Skills in Studying Nursing Courses	62
Table 28: Subjective Needs for Teachers and Teaching Methods	63
Table 29: Subjective Needs for Materials	64
Table 30: Subjective Needs for Testing and Evaluation	64
Table 31: Subjective Needs for Skills to be Emphasized	65
Table 32: Subjective Needs for Number of English Courses Required,	66
Hours of Teaching, and Studying Time	
Table 33: Subjective Needs for English Course Content	66
Table 34: Nurse Departments	68
Table 35: Nurse Need for English in Daily Work	69
Table 36: The Frequency of Subjects' Use of English in Daily Work	69
Table 37: Need for Listening Skills in Daily Work	70
Table 38: Need for Speaking Skills in Daily Work	70
Table 39: Need for Reading Skills in Daily Work	71
Table 40: Need for Writing Skills in Daily Work	71
Table 41: Problems in Using Listening Skills in Daily Work	72
Table 42: Problems in Using Speaking Skills in Daily Work	73
Table 43: Problems in Using Reading Skills in Daily Work	73
Table 44: Problems in Using Writing Skills in Daily Work	74
Table 45: Subjective Needs for Teachers and Teaching Methods	75
Table 46: Subjective Needs for Materials	76
Table 47: Subjective Needs for Testing and Evaluation	76
Table 48: Subjective Needs for Skills to be Emphasized	77
Table 49: Subjective Needs for Number of English Courses Required,	78
Hours of Teaching, and Studying Time	
Table 50: Subjective Needs for English Course Content	70

Table 51:	A Comparison of Subjective Needs for Teachers and Teaching	80
	Methods	
Table 52:	A Comparison of Subjective Needs for Materials	81
Table 53:	A Comparison of Subjective Needs for Testing and Evaluation	82
Table 54:	A Comparison of Subjective Needs for Skills to be Emphasized	82
Table 55:	A Comparison of Subjective Needs for Number of English	83
	Courses Required, Hours of Teaching, Studying Time, and Content	

LIST OF FIGURES

	Page
Figure 1: Second Year Student Suggestions for the Program	55
Figure 2: Third Year Student Suggestions for the Program	67
Figure 3: Nurse Suggestions for the Program	79