

## A needs analysis to develop new curriculum for Korean college students in higher education

Eunjeong Park

*Department of English Education, Suncheon National University  
255 Jungangno, Suncheon, Jeonnam, South Korea*

### ABSTRACT

Language teachers and instructors should always consider how to successfully develop new curricula. A medium-sized university in Korea launched a new liberal arts course for freshmen. A language instructor conducted a need analysis to understand the needs of college students to develop a new curriculum of the assigned course. The purpose of this study is to examine the needs of Korean university students who learn English to develop new curriculum and instruction reflecting learner needs accordingly. Data were collected through interviews and survey questionnaires. The qualitative data of the interview went through a thematic analysis process, and the quantitative data of the survey were analysed through statistical tests. As a result, various perspectives of students were revealed. First, this study showed that competency-based language instruction is essential for learners' language development. Second, skill integration was needed to improve language skills. Third, the students expected constructive feedback from the instructor on their English grammar and vocabulary use. This study presents the significance of performing needs analysis and suggests that language teachers should consider it for their professional development and growth in higher education.

**Keywords:** EFL; higher education; language instruction; needs analysis

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### INTRODUCTION

Many attempts to implement needs analysis have been made by language teachers and researchers (Basturkmen, 2013; Brown, 2016; Malicka et al., 2019; Sipayung & Pangaribuan, 2019). Needs analysis (NA) is regarded as a significant role in the curriculum development of language learning, including instructional planning, lesson plans, material development, and evaluation (Widodo, 2017). NA is thought of as a precondition for designing and developing language curriculum, syllabus, and instructional tasks (Malicka et al., 2019). Long (2005) argued that there is "an urgent need for courses of all kinds to be relevant and to be seen to be relevant to the needs of specific groups of learners" (p. 19). NA helps language teachers and course designers to identify learners' individual and specific needs before and during the course when

learning needs continue to appear. According to Widodo (2017), learner needs heavily rely on: 1) specific needs regarding different language levels, 2) professional activities or social practices, 3) the significance of language skills, discourse, and genre, and 4) situational specificity. Despite the significance of conducting NA, few NA studies have been conducted in EFL contexts (Miller et al., 2020; Petraki & Khat, 2020; Pratiwi et al., 2020; Thepseenu, 2020). As part of a large-scale project explaining what Korean university students need in relation to English language learning, therefore, the purpose of this study was to investigate the needs of Korean college students for their language learning and development and to present improvements and suggestions for subsequent language courses through interviews and survey questionnaires.

\* Corresponding Author  
Email: parkej@scnu.ac.kr

NA is the threshold for developing curriculum and syllabus design (Nunan, 1999). As a “process of establishing the what and how of a course” (Dudley-Evans & St. John, 1998, p. 126), NA is an educational and pedagogical tool that examines what students want to learn, influencing the improvement of the curriculum framework, along with syllabus design, curriculum and instruction, teaching and learning materials, classroom methodology, and evaluation (Nimasari, 2018; Songhori, 2008). NA may determine what the learners want in relation to language acquisition, the alignment of needs and priorities, and the recognition of useful factors in achieving valid and legitimate objectives in educational contexts (Richards et al., 1992; Stufflebeam et al., 1985). Brown (1995) considered NA as a curriculum capable of meeting students’ language learning needs. In other words, learner needs are an important source of desirable courses or curricula for students.

In addition, NA plays a fundamental role in instructional planning, material development, teaching and testing in language education and provides teachers and practitioners with useful information on learners’ needs, necessities, and lacks (Fatihi, 2003; Long, 2005). NA allows teachers, educators, practitioners, and stakeholders to develop curriculum and instruction corresponding to the needs, wants, and interests of learners related to language acquisition and learning (Lepetit & Cichocki, 2002). NA is a practical educational activity that focuses on a specific context based on the nature of instruction and curriculum. Therefore, learner needs should be addressed while designing learning goals, objectives, and content of language education (Richards & Rodgers, 2001; West, 1994). Needs analysis has been widely used in various fields and countries (Alhasani, 2021; Creamer & Ghoston, 2012; Miller et al., 2020; Petraki & Khat, 2020; Pratiwi et al., 2020; Thepseenu, 2020). In particular, the STEM (i.e., Science, Technology, Engineering, and Mathematics) field uses need analysis for various reasons. Creamer and Ghoston (2012) conducted a mixed method analysis of engineering colleges’ mission statements that map derivative codes and investigate important links to organizations that strongly represent women. The study was useful to show a significant relationship between diversity codes and female expressions. Alhasani’s (2021) study investigated the impact of the English for specific purposes (ESP) courses on the communication of engineering and/or architecture students in Albania. The study was explored using a mixture of questionnaires and semi-structured interviews. As a result, it was found that students’ high interest and creative appreciation contributed to the development of cognitive acquisition and the improvement of soft skills. A study by Thepseenu (2020) investigated the

language needs and perceptions of Thai civil engineering students. A mixed methods design with questionnaires and focus group interviews was used to explore the students’ perceived language needs in the ESP course. This study found that students to develop speaking and listening skills related to work and job situations. Participants also preferred pair and group activities. Pratiwi et al.’s (2020) study aimed at analysing the needs of physics student books based on the STEM approach. Needs analysis of physics student books contained analysis of 11th grade students, analysis of teaching materials, and analysis of learning activities, with questionnaires and interviews. The results showed analysing needs helps teachers to consider effective learning tools and students to build their knowledge independently. Petraki and Khat’s (2020) study investigated the challenges and limitations of industry and academic stakeholders who designed ESP courses in the STEM field of a Cambodian university. Data was collected and analysed through interviews and document analysis. Several challenges emerged such as a lack of ESP educational opportunities, a lack of teacher motivation, difficulties in developing textbooks, and students’ low English language skills. This study implied the importance of collaboration and shared decision-making as a key to the success of ESP course design. Most needs analysis studies tend to focus on students’ perspectives on curriculum and course design. However, Petraki and Khat’s (2020) study attempted to fill the gap in the need analysis study by looking at the perspectives of stakeholders. Despite the fact that it has actively been used in the STEM field, NA has been scarce in the field of language education. To contribute to the communities of English language education, this study explored the needs of Korean college students for their language learning and development through interviews and survey questionnaires.

## **METHOD**

### **Research Design**

NA is usually generally conducted through surveys or interviews (Long, 2005). The purpose of this study was to conduct a need analysis to improve new language courses tailored to the new curriculum through survey responses and interviews. A cross-sectional survey method was used to analyse students’ needs for language-related subjects.

### **Participants**

In this study, purposive and convenient sampling method was used because this study focused on perceptions of EFL college students who took English communication courses. This study was conducted in the English liberal arts course of communication at a medium-sized university in Korea. This study was conducted in three sections of the Communication English course. 80 college

students participated in the study. Participants were between the ages of 20-25. There were 38 men (47.5%) and 42 women (52.5%). The 80 participants were pursuing various academic majors.

## **Instruments**

### **Interviews**

Interviews were conducted with various volunteer students to find out learner needs in language courses. The interview included open-ended questions enabling participants to freely talk about their learning experiences and repertoires (Corbin & Strauss, 2008). Interview sources are fundamental for researchers to understand learners' perceptions of the learning process along with expectations for the learning process and learning tasks. Twenty-five students participated in the interview stage of the study. The interviews took 20 to 40 minutes (average 30 minutes), and all interviews were audio-recorded and transcribed verbatim. Interview questions include: "How have you learned English so far?", "What learning activities do you think are the most useful in the language course?", "What was the most memorable thing?", and "What is most challenging or difficult about learning English?" Additional questions followed if necessary. Interviews indeed help teachers and researchers understand participants' language learning experiences and repertoires, challenges they face, and perceptions of expectations for language courses.

### **Survey questionnaire**

Surveys help teachers and researchers explore the attitudes and behaviours of students or participants in language education (Gu, 2016). Survey data is mostly insightful and persuasive as respondents' ideas, thoughts, and behaviour patterns develop throughout the research process. In this study, the questionnaire consisted of 46 items, including 1) the importance of English, 2) the usefulness of English, 3) difficulty in learning English, 4) fun and useful language learning activities, 5) expectations for language courses, and 6) participant's language learning goals. A 5-point Likert scale was used in all areas of the question items. The survey data is intended to identify participants' overall perception of language learning needs. Cronbach's alpha coefficient was used to find the high level of internal consistency of the questionnaire. The Cronbach's alpha coefficient for 44 items was 0.81 (0.74 to 0.91). The range of reliability statistics shows a relatively high level of internal consistency.

### **Data Collection and Analysis**

During the investigation process, both interviews and questionnaires represented the prospects of language learning and teaching methods of communication English courses. The researcher sought consent from participants to let them know the nature of the study. Voluntary participation was guaranteed without disclosing participants' personal

information. Each interview was conducted in a private space after obtaining the consent of the participants. Once the survey was completed and posted online, participants were informed that they were granted access to the study. Of a total of 110 students, 80 responded to the survey, showing a 72.7% response rate.

The qualitative data of the interview and the quantitative data of the survey were analysed, respectively. The interview data went through a thematic analysis process. Recurring topics or patterns were identified through Braun and Clarke's (2006) thematic analysis procedure. The processes of conducting thematic analysis comprise six steps as follows: (1) getting used to data, (2) generating initial codes, (3) searching for topics, (4) reviewing topics, (5) defining and naming, and (6) reporting the results. Survey data were analysed using statistical tests using SPSS (ver. 26.0), such as descriptive statistics and reliability analysis. Descriptive statistics included mean and standard deviation to determine the participant's response.

## **FINDINGS**

### **Findings from Interviews**

#### ***English as a practical channel of communication***

The students who responded to the interview revealed the main reasons for learning English. Many respondents were eager to speak English well. Some students even said it is critical to learn English to apply for future jobs and career after graduation. Other students said English is useful for communication with foreigners. One student said, "I want to improve my listening and speaking skills so that I can understand and speak what foreigners say. Whenever I meet foreigners, I am afraid to talk to them. If listening and speaking skills improve, I will gain confidence in conversations with [foreigners]." Another student shared the idea of "I want to learn expressions that are often used in real conversation." Many responses were related to the development of verbal language skills. More importantly, however, they answered that getting high scores on English tests (e.g., TOEIC, TOEFL) and applying for employment with English test scores are their main interests. A student majoring in architecture said, "To get a proper job in the field of architecture, you must be good at English. One of the conditions for employment is commonly high proficiency in English, so you have to take an English test like TOEIC before graduating from college." A food engineering student said, "In our department, we have to read textbooks in English. There are many technical terms in food science-related subjects, and you can get good grades and get a job in the food science field if you understand the contents." Most college students who responded to the interviews wanted to get high scores on the English test; therefore, the instructor should consider practically useful content and practice. In addition, the

curriculum of the communication English course must meet the needs of language learners.

**The Key to Skill Integration**

Students were asked what kind of English skills they needed to improve and develop their English skills in communication. Some of the students interviewed defended their listening skills. They thought that the opportunity to listen in class eventually helped them acquire more speaking skills in English. In addition to oral skills, however, the methods of effective communication improvement have been shown to integrate language skills into language instruction. One of the tasks in the communication English course was to record self-introduction using expressions learned in textbooks. The student majoring in English education shared the experience of completing homework: “I found that my self-introduction homework helped me use four language skills such as listening, speaking, reading, and writing. I read the expression of the text first. Then I wrote a script about myself. I read and revised the script several times. And I practiced before recording. I found that using various phrases and expressions is effective in improving my English skills.” Another nursing student said, “My listening skills have improved. After class, I read the text repeatedly and felt that my speaking skills improved. Listening and reading helped me speak more English.” The students’ opinions suggested that integrating language skills would help EFL college students internalize what they learned and maintain it in the long run.

**Multifarious Feedback on Grammar and Vocabulary Use**

One of the interview questions was about students’ expectations for the communication English course. Participants responded with various answers. Twelve students said grammar and vocabulary areas are important to improve communication skills. They self-evaluated the level of language as beginners. Therefore, students expected to learn basic knowledge of grammar and vocabulary in language courses. They desired to receive feedback on grammar and vocabulary use, especially in homework. A student majoring in horticulture said,

“I want the professor to correct errors in grammar and vocabulary in my writing. Then I can know what problems I have and provide more opportunities to think about the right English expression. In the end, you can use it with more confidence.” Another electronic engineering student said, “I think I lack grammar and vocabulary, but I don’t know how to correct mistakes in grammar and vocabulary use. I think I can work harder if the professor gives us challenging homework or quizzes.” Another student majoring in English education said, “In my case, I study a specific subject on the condition of an exam or evaluation. When I take the test, I work harder and check if there are any mistakes or errors in grammar.” It turns out that the interviewees thought grammar and vocabulary use should be checked by the instructor in any form of work such as assignments (including composition), tests, and quizzes. This indicates that instructors and teachers should focus on providing multidimensional feedback on students’ grammar and vocabulary use for the success of developing and improving their language skills.

**Findings from Survey Questionnaires**

A total of 80 people were surveyed to see if the interview results could be generalized to Korean domestic university students. The survey included questions about participants’ perceptions of language learning, challenges, and expectations for language processes.

The results in Table 1 explained the usefulness of learning English perceived by participants. All items in this section score higher than the average value of 3.5, indicating that English is generally useful. Respondents thought that acquiring English language skills guaranteed employment opportunities ( $M=4.64, SD=0.06$ ). The second highest average score was observed in the item of visiting other countries ( $M=4.38, SD=0.08$ ). Students also responded that they use English for national exams ( $M=4.29, SD=0.09$ ) and communication with international friends ( $M=4.36, SD=0.08$ ). Participants considered English proficiency as useful in practical situations such as employment support and national examination.

**Table 1**  
*Descriptive Statistics of the Usefulness of English Language Learning*

	Item	Obs	Mean	SD
A1	Learning in higher education	80	3.97	0.09
A2	Reading course textbooks/materials	80	3.81	0.11
A3	Communicating with international friends	80	4.36	0.08
A4	Taking national examinations	80	4.29	0.09
A5	Applying for jobs	80	4.64*	0.06
A6	Searching something in the web	80	3.86	0.17
A7	Reading instruction in products	80	3.76	0.11
A8	Visiting other countries	80	4.38**	0.08
A9	Watching sports, news, games in media	80	3.94	0.11
A10	Connecting with SNS	80	3.53	0.11

*M* mean, *SD* standard deviation

\* the highest \*\*the second highest

The survey asked students the most difficult thing about learning English. The survey questions are shown in Table 2. For this question, two items, “Overwhelmed by too many words” ( $M=3.58$ ,  $SD=0.13$ ), and “It was difficult to communicate in

English” ( $M=3.56$ ,  $SD=0.12$ ) had the highest average score. That is, respondents cited learning vocabulary and communication as the most difficult factors in English learning.

**Table 2**

*Descriptive statistics the challenges of English language learning*

	Item	Obs	Mean	SD
B1	I had little time to learn English	80	2.95	0.13
B2	I felt discouraged that I was not making any progress	80	3.24	0.13
B3	It was difficult to communicate in English	80	3.56**	0.12
B4	Overwhelmed by too many words	80	3.58*	0.13
B5	There was no opportunity to use English outside the classroom	80	3.39	0.13
B6	I disliked the teaching methods used in the classroom	80	2.81	0.12

\* the highest \*\*the second highest

The main reason for performing this need analysis is to develop a new communication process that meets the needs of learners. Therefore, in this survey, useful and effective English learning activities for students’ language development were investigated (Table 3). Interestingly, students recognized that memorizing vocabulary lists was the most useful and practical practice in English

learning ( $M=3.76$ ,  $SD=0.11$ ). Compared to other activities, students regarded vocabulary-related activities as the most useful and effective activities. In addition, they responded that communication with native speakers ( $M=3.61$ ,  $SD=0.11$ ), studying English pronunciation ( $M=3.60$ ,  $SD=0.11$ ), and using multimedia ( $M=3.60$ ,  $SD=0.11$ ) were also useful in acquiring English proficiency.

**Table 3**

*Descriptive statistics of the useful activities of English language learning*

	Item	Obs	Mean	SD
C1	Practicing conversation from textbooks	80	3.33	0.10
C2	Communicating with native speakers of English	80	3.61**	0.11
C3	Reading English books	80	3.40	0.10
C4	Writing English (e.g., journals)	80	3.25	0.12
C5	Listening to English (e.g., news, native speakers,)	80	3.22	0.12
C6	Memorizing vocabulary lists	80	3.76*	0.11
C7	Studying English textbooks at school	80	3.10	0.11
C8	Studying the grammar of English	80	3.44	0.11
C9	Studying English pronunciation	80	3.60	0.11
C10	Using multimedia (e.g., YouTube, SNS, etc.)	80	3.60	0.11
C11	Using dictionary	80	3.53	0.12
C12	Working related to English as part-time jobs	80	2.89	0.13
C13	Translating English text from newspaper or other written products	80	3.21	0.12

\* the highest \*\*the second highest

The survey included questions that examined students’ expectations for the English course (Table 4). Most students expected feedback on their homework while taking language courses ( $M=3.91$ ,  $SD=0.11$ ). Students also wished that their writing mistakes could be corrected with the second highest average score ( $M=3.83$ ,  $SD=0.10$ ). The average score for grammatical mistakes was the third highest

( $M=3.81$ ,  $SD=0.11$ ), followed by the expectation for correction for vocabulary mistakes ( $M=3.61$ ,  $SD=0.11$ ). These results indicate that students perceive that grammar and vocabulary skills are the most lacking in English learning, so they expect teachers to correct grammar and vocabulary errors and provide written feedback.

**Table 4**

*Descriptive statistics of the expectations of English language courses*

	Item	Obs	Mean	SD
D1	Practice English listening & speaking during class	80	3.45	0.09
D2	Receive feedback on homework	80	3.91*	0.11
D3	Get frequent assessment for comprehension check	80	2.73	0.11
D4	Correct my mistakes of pronunciation	80	3.54	0.11
D5	Correct my mistakes of grammar	80	3.81	0.11
D6	Correct my mistakes of vocabulary use	80	3.61	0.11
D7	Correct my mistakes of writing	80	3.83**	0.10
D8	Relate culture to the English language	80	3.35	0.09

\* the highest \*\*the second highest

The last survey question was about language skills that are necessary for accomplishing students' successful language learning goals. Students responded that all four language skills are essential in reaching language learning goals (54 responses, 65.9%). Despite the fact that students thought of learning vocabulary by rote as the most practically beneficial activity in English language learning in the previous question, vocabulary was not selected as essential for a success of language learning. This indicates that vocabulary may be a sub-component of four language skills (listening, speaking, reading, and writing) to college students. Thirty-three respondents checked fluency of pronunciation as another important thing to acquire. This shows that fluent English conversation is still considered essential for EFL learners regarding productive language learning and communication.

## **DISCUSSION**

The purpose of this study was to investigate the needs of Korean university students to learn English and to develop new curriculum and instruction that reflects learner needs accordingly. This study revealed three themes: whole language approaches for the integration of language skills, the need for competency-based language education, the need for multidimensional feedback on students' grammar and vocabulary use, and motivational engagement.

### **Whole Language Approaches for Language Skill Integration**

Korean university students responded that four language skills—listening, speaking, reading, and writing—are crucial in achieving their language learning goals. This indicates that language education should include the integration of these language skills. According to Oxford (2001), students are exposed to a language environment where natural interactions arise. English becomes a means of interaction and communication as learners understand the rich and dynamic characteristics of English through a whole language approach. Integrated language learning enhances the authenticity of language use and motivates students of all ages and backgrounds to learn in a classroom environment (Oxford, 2001). Peregoy and Boyle (2001) argued that the four language skills are essentially interrelated. Therefore, practicing all language skills affects the overall development of L2 knowledge. As one language ability develops, another can develop reflexively. Gaskaree et al. (2010) maintained that language should be kept whole. Likewise, Paul (2003) advocated the integration of language skills by linking speaking and writing skills. Oxford (2001) proposed the use of content-based language classes and task-based classes for integrated skill learning. In particular, reading texts for oral discussion can embolden

listening and speaking skills (Chang et al., 2008). In addition, including writing activities in the English curriculum can help students achieve four integrated language skills. Many scholars (Davison & Dawson, 2003; McCarrier et al., 2000; Reimer, 2001; Williams & Lundstrom, 2007) argued that writing activities can be incorporated into other language skills for the implementation of integrated skills education. With skills integration, language teachers can facilitate the development of students' language skills. Therefore, whole language approaches integrated for skills-based instruction can help students become active learners in language learning through theoretically appropriate and practical content and tasks.

### **The Need for Competency-Based Language Education**

Competency-based language education is necessary in communication English courses. Korean EFL college students surveyed in this study expressed the practical reason for learning English. They recognized that English proficiency is useful when applying for employment and taking national exams. This suggests that students have practical reasons for learning English, which can lead to competency-based learning.

In competency-based language education, language should not be taught in a way separate from the actual situation but should be connected to a social context (Griffith & Lim, 2014). In other words, students acquire language skills used in real life through competency-based language education. The main goal of Korean college students' English learning was to pass the language course. They also thought high English proficiency is useful when looking for a job and taking a national exam. In this regard, communication skills are "actual application of language according to situation" (Griffith & Lim, 2014, p. 2). Students have to practice English language use to be competent, but competency is not a practice activity but the practical application of language in context. Well-designed competencies involve several components, such as specific knowledge and skills and clear performance standards. First, language teachers should be able to describe specific knowledge and skills applied to new and complex situations. These knowledge and skills must be appreciated beyond classrooms. This is because knowledge and skills will be useful throughout the entire life. Next, each competency should have a clear performance standard, allowing learners to acknowledge their current levels of English and needs for improvement. Each task requires a unique specific rubric or standard that identifies particular strengths and weaknesses (Griffith & Lim, 2014). Lastly, competency should be personalized. Mis-devised and unclear criteria and tasks are likely to fail because it is challenging to specify what needs to be done and resolve

whether such capabilities have been accomplished. In brief, language classes should be student-centred, focusing on what students can do. Students should be able to show their language performance that may occur in the real world using the target language. A well-designed and explicit competency-based language education can meet learner needs by developing the language skills, knowledge, and competencies, resulting in a successful language learning experience.

### **Multidimensional Feedback on Grammar and Vocabulary Use**

As a result of this study, many Korean university students expected feedback on the use of English grammar and vocabulary in the language training course. Dudley-Evans and St. John (1998) maintained the importance of grammar in the language process because grammar is closely linked to productive language skills in communication. Teaching the relationship between meaning and form and asking learners to apply different grammar patterns in certain tasks include language functions (Dudley-Evans & St. John, 1998). For effective communication, it is advantageous for language learners to link the use of grammar and language skills. Vocabulary learning is also important in language education. Therefore, language teachers should be able to use various sources other than textbooks so that language learners can actively participate in language classes and activities to recognize the importance of grammar and vocabulary use (Susanto et al., 2020). Then, learners are encouraged to use the vocabulary and grammar they have acquired by receiving feedback from teachers.

Language learners can receive appropriate feedback on grammar and vocabulary content focusing on their goal learning goals based on the implementation of needs analysis. Feedback is important for both students and teachers. There are several proper characteristics of feedback for English learners. These characteristics include specific, timely, supportive, objective, balanced, and differentiated (Allman, 2019). Differentiated feedback is another factor contributing to the success of language learning. Differentiated feedback aims to ensure that students understand the form and meaning correctly and use language in an appropriate way. Above all, balanced feedback focuses on form, meaning, and function. Therefore, language teachers should provide students with feedback on grammar and vocabulary use focusing on form, meaning, and function in order to improve English communication in the long term. Therefore, language teachers should provide multidimensional feedback on students' grammar and vocabulary use through integrated language learning tasks, formative evaluation, and summary evaluation.

### **Motivational Engagement in Language Learning**

Motivational engagement is about the depth of stimulation to actively deal with information processes and products while acquiring knowledge and skills regarding language learning (Asleitner, 2018). Language learning is stimulated differently by both external and distant internal and close factors and mechanisms (Cerasoli et al., 2014). In other words, language learning can successfully be achieved by understanding personal interest and attentional cues. Casimiro (2016) insisted that motivational engagement should increase from minimal engagement, praise (simple expression of consent), connections (including response attempts), extension (responding and asking), expansion (adding new ideas), and liberation (critical thinking and execution of personal beliefs). An emphasis on motivational engagement in language learning may allow teachers to plan, conduct, and evaluate elements of learning (learning materials for lessons or instructional units). Implementing motivational engagement will help students personalize their language learning with intrinsic motivation.

### **CONCLUSION**

Korean college students who participated in this study expressed their needs in three aspects of language learning. To meet their needs, language instructors should be able to apply integration of language skills, competency-based language education to lectures, and multidimensional feedback on students' grammar and vocabulary use. The results of the study shed light on the important pedagogical implications that language teachers and instructors should be aware of learner needs consistent with curriculum and instruction. Needs analysis is essential to explore what they want and lack in foreign language courses. Addressing learner needs may lead to an appropriate educational approach to foreign language teaching and learning in the EFL context. This research-based need analysis can empower teachers and instructors through expertise, integrity, and rigorous research in the 21st century.

Future research will have to focus on needs analysis in broader populations. This study explored the needs of Korean EFL college students only in communication language courses. Therefore, more needs analysis research should be conducted for contributing to the field of language education. Further study can also highlight on types of instructional strategies and methods that match competency-based language education. This investigation would help teachers and instructors develop the unique approaches and methods of combining language learning and competency building.

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