

ESP COURSE CONSTRUCTION BASED ON NEEDS ANALYSIS: COMMUNICATIVE ENGLISH FOR OTOP VENDORS

Chomphu Isariyawat, Suphakit Phoowong, Akkarapon Nuemaihom
Independent Scholar, English Program, Faculty of Humanities and Social Sciences,
Buriram Rajabhat University

Corresponding Author E-mail: akkarapon.nm@bru.ac.th

Received May 18, 2026

Revised August 1, 2026

Accepted August 31, 2026

Abstract

The research objectives were 1) to investigate the English language needs and communication problems of OTOP vendors at Nongtakainoi Village in Buriram Province, 2) to develop an English for Specific Purposes (ESP) course based on the communicative needs of OTOP vendors, and 3) to assess OTOP vendors' satisfaction with the developed English for Specific Purposes (ESP) course and its instructional materials. The mixed-methods study employed the following research instruments: questionnaires, semi-structured interviews, ESP course, and satisfaction questionnaires. The population of this research was composed of the members of Nongtakainoi Silk Weaving Group, and the sample group, obtained via purposive sampling, comprised 30 OTOP sellers from this group. Quantitative data were evaluated using frequency, percentage, mean, and standard deviation; qualitative data were assessed using content analysis.

The findings indicated that the sellers faced challenges in all four English language competencies, with speaking and listening being paramount owing to their regular interactions with overseas tourists (mean = 4.78 for speaking and 4.65 for listening). After the needs study, an ESP course on listening and speaking was created. The 12-unit training covered OTOP business communication skills. According to the interviewees' recommendations, a bilingual English-Thai e-booklet and audio files narrated by both Thai and foreign speakers were needed. The evaluation results indicated that participants expressed a high level of satisfaction with the produced course (overall mean = 4.87). Moreover, they demonstrated the utmost pleasure with the e-booklet and English audio recordings (overall mean = 4.52). The study reveals that needs-based ESP course development can help local vendors improve communicative competence and tourism-related economic development.

Keywords: English for Specific Purposes, Needs Analysis, OTOP Vendors, Communicative English, Course Construction

Introduction

English is increasingly used in tourism, business, and international trade due to globalization. Thai enterprises and community vendors must interact well with foreign visitors as the country promotes tourism and culture worldwide. The One Tambon One Product (OTOP) project in Thailand promotes communities to make and sell local items based on indigenous wisdom and culture to boost local economies. Silk fabrics, handicrafts, pottery, fashion accessories, and domestic goods are OTOP products. Despite more international tourists visiting Thailand, many local sellers struggle to speak English. Northeastern Thailand's Buriram Province is a popular tourist and sports destination. Both local and foreign tourists visit Phanom Rung Historical Park and Phukhaofai Kradong Non-Hunting Area. Additionally, Chang Arena and Buriram International Circuit make the province famous for sports tourists. Before the 2019 COVID-19 epidemic, Buriram hosted around 76,000 foreign tourists and earned 4,859.91 million baht. Tourists from Spain, Italy, Australia, Japan, Germany, and Malaysia frequent the province. Over 30,000 runners attended the Buriram Marathon 2025, giving local vendors more international exposure.

The silk weaving and OTOP items of Nongtakainoi Village in Nongkong Sub-district are famous in Buriram Province. Mulberry trees were used to raise silkworms for fabric production in addition to farming. The society then produced red-footed silk skirts called "Phasin Teendaen" or "Phamudmee Teendaeng." The handwoven silk fabrics express Nongtakainoi people's uniqueness. The red-footed silk skirts with the "blossom Takai flower pattern" are special. Many vendors have poor English communication skills, especially speaking and listening, which limits their ability to deliver product information, negotiate prices, and sell to international customers.

To address this issue, English for Specific Purposes (ESP) has become a popular method for tailoring language training to occupational and communicative demands. ESP teaches language for specific contexts and communications related to learners' careers (Hutchinson & Waters, 1987). ESP course development begins with needs analysis, which identifies learners' communicative needs, preferred learning materials, and target language contexts. Needs analysis is crucial to ESP course creation. Needs analysis identifies what learners know, can accomplish, and need to learn (Graves, 1996). Hutchinson & Waters (1987) say needs analysis examines target needs, specifically what learners need to do in real communicative contexts. According to Ibrahim (2020) needs analysis comprises all activities that gather learners' needs, wants, wishes, and expectations. Course designers can use needs analysis to create communicatively effective learning materials and activities. By stressing language and situational demands, Munby (1978) communicative syllabus design reinforced ESP needs analysis. To gather complete learner data, West (1994) stressed the significance of integrating objective and subjective demands. All instructional decisions in ESP are based on learners' English learning goals (Hutchinson & Waters, 1987). ESP puts more emphasis on

language functions, vocabulary, and communication tasks tailored to learners' academic or occupational settings than General English. ESP addresses unique learner requirements and emphasizes language, discourse, and communication abilities needed in target fields, according to Dudley-Evans & St. John (1998). According to Robinson (1991) and Jordan (1997) needs analysis is crucial to ESP curriculum and instructional materials. The 1978 Systemic Functional Linguistics theory by Halliday (1978) views language as a social semiotic system utilized for meaning-making in certain settings, supporting ESP. This emphasizes teaching language in real-life social and vocational contexts. Multiple methods support ESP instruction. Language functions in various genres and communication situations are taught in genre-based training (Swales, 1990; Hyland, 2006). TBLT emphasizes meaningful communicative tasks that mimic real-world activities (Long, 2005; Ellis, 2003). Content-Based Instruction (CBI) integrates language learning with subject matter relevant to learners' disciplines (Stoller, 2004). In addition, Krashen (1985). Input Hypothesis suggests that learners acquire language effectively when exposed to comprehensible input slightly above their current proficiency level. Swain (1995). Output Hypothesis further argues that speaking and writing tasks encourage learners to notice language gaps and improve fluency. Previous research show that ESP is advantageous for tourist and commercial jobs. Specialized students need English training that tackles discipline-specific communication problems, according to Mao & Zhou (2024). Creative and business students and professionals need communicative English abilities for authentic workplace interactions, according to Kaur & Khan (2010) For OTOP vendors and tourism-related jobs, English is needed to communicate with international travelers, explain items, negotiate prices, and promote local culture. ESP course development based on requirements analysis can increase occupational communication and boost local economies.

This study examined the English language needs of Nongtakainoi Village OTOP vendors and designed an ESP course that focused on professional English communication. This study focuses on an ESP training for local merchants selling indigenous products in Nongtakainoi Village, which differs from previous research. These findings should boost local economic growth, tourism, and practical English instruction for community-based occupations.

Research Objectives

1. To investigate the English language needs and communication problems of OTOP vendors at Nongtakainoi Village in Buriram Province;
2. To develop an English for Specific Purposes (ESP) course based on the communicative needs of OTOP vendors; and
3. To assess OTOP vendors' satisfaction with the developed English for Specific Purposes (ESP) course and its instructional materials.

Methodology

1. Research Design

This study employed a mixed-methods research design combining quantitative and qualitative approaches. Questionnaires were used to collect quantitative data regarding the participants' English language needs, while semi-structured interviews provided qualitative insights into their communicative challenges and learning preferences.

2. Population and Samples

The population consisted of 78 members of the Silk Weaving Group at Nongtakainoi Village, Buriram Province, Thailand. The research samples included 30 OTOP vendors for questionnaire administration and 10 participants for semi-structured interviews. They were selected using a purposive sampling method. Purposive sampling is a non-probability sampling method wherein researchers choose individuals with certain attributes relevant to the study's aims. This approach guarantees the incorporation of information-dense cases that can provide significant insights into the research issue. The selection criteria are based on factors like alignment with research objectives, participant representativeness in relation to the general population, and the guarantee of informed consent, confidentiality, and voluntary participation in the study (Campbell et al., 2020). This method enables the collection of significant and detailed information, as the selected sample contains relevant expertise and experience related to the topic being studied (Kittinorarat & Acherayawathana, 2024).

3. Research Instruments

The instruments employed for data collection include: 1) questionnaire, 2) semi-structured interviews, 3) ESP course, 4) material evaluation form, and 5) satisfaction questionnaire. The researchers used a questionnaire to evaluate the problems and needs for the English language and materials among the vendors. The survey comprised six sections: Section 1: Demographic details of the respondents; Section 2: Perspectives on the problems and needs of English language proficiency; Section 3: Perspectives on the ESP course training for the vendor; Section 4: Analysis of topics/content for English language training; Section 5: Opinions about the needs for English communication materials for them; Section 6: Additional opinions and recommendations. The questionnaire intended to assess satisfaction with the instructional material aimed at improving English communication skills was divided into two sections: Section 1: A closed-ended investigation encompassing three evaluative components: 1) Format; 2) Content; and 3) English audio recordings. Section 2: Additional Recommendations.

The interview protocol consisted of three parts as the following: Their general information, opinions regarding English skills and English topics needed, and additional suggestions. Each interviewee was allocated ten minutes, resulting in a total of 100 minutes for all ten participants. Examples of questions posed to the interviewee include the following: 1) Do you encounter any challenges in speaking in English? Which skill do you find

most challenging: listening, speaking, reading, writing, vocabulary, or English grammar/structure? 2) Which skills do you wish to acquire and refine the most: listening, speaking, reading, writing, vocabulary, or English grammar/structure? 3) Would you like general English lexicon, exclusively OTOP (One Tambon One Product) pertinent material, or a blend of both general and specialized English applications to improve English communication abilities for local vendors? 4) What topics/content, such as Greeting and Welcoming, Thanking and Saying Goodbye, Asking for Product and Price, Price Negotiation, etc., are essential for enhancing English communication skills with local vendors?

The research instruments were validated by three experts. The index of item-objective congruence (IOC) for the research instruments varied from 0.67 to 1.00, indicating acceptable content validity. The item scores must have a consistency value of 0.67 or higher. The pilot study of this research attained a Cronbach's Alpha score of 0.82. This is considered exceptional for its internal uniformity among elements. As a result, the research instruments exhibited a notable level of reliability (Rovinelli & Hambleton, 1976).

4. Data Collection

The questionnaires were distributed to 30 OTOP vendors. Subsequently, semi-structured interviews were conducted with 10 participants to obtain deeper insights into their communicative needs and suggestions for course development. The criteria for selecting the research sample include alignment with research objectives, participant representativeness for the general population, and assurance of informed consent, confidentiality, and voluntary involvement in the study.

5. Data Analysis

Descriptive statistics, including frequency distribution tables as percentages, means, and standard deviations, were used to analyze quantitative questionnaire data, while content analysis appraised open-ended question perspectives and insights. Researchers synthesized participant opinions using content analysis for semi-structured interview qualitative data analysis. Content analysis of semi-structured interview qualitative data was done. Content analysis can find patterns and themes in qualitative data in a systematic, reliable, and adaptive manner. Systematic technique improves study validity and provides contextual insights. It ensures qualitative research dependability and coherence. Data analysis from local vendors' satisfaction with English-language learning materials. The researchers selected questions and applied the same criteria for questionnaire analysis to determine content validity. A 5-point Likert scale was used to create the student satisfaction questionnaire (Likert, 1932).

Results

The findings are divided into various sections based on the study's research objectives as the following.

Objective 1: English language needs of OTOP vendors

The findings revealed that the vendors experienced difficulties in all four English language skills: listening, speaking, reading, and writing. However, speaking and listening skills were considered the most necessary because the vendors frequently communicated with foreign tourists during product sales.

Table 1 Perspectives on the Sample's Needs for English Language Proficiency

Needs for English language proficiency	Mean	S.D.	Levels of opinions
1. To what degree do you desire to enhance your listening abilities?	4.65	0.49	Highest
2. To what degree do you desire to enhance your speaking abilities?	*4.78	0.42	Highest
3. To what degree do you desire to enhance your reading abilities?	4.52	0.57	Highest
4. To what degree do you desire to enhance your writing abilities?	4.36	0.61	High
5. To what degree do you aspire to enhance your grammar and English structure?	4.21	0.68	High
Total mean	4.50	0.55	Highest

Table 1 demonstrates that, overall, the respondents displayed the "highest" level of opinions regarding their needs for English language proficiency. The skill requiring the most improvement was speaking, with an average score of 4.78, followed by listening, reading, and writing, and grammar and English structure, respectively.

The majority of interviewees in the semi-structured interview indicated a need to enhance their speaking and listening abilities to comprehend foreign interlocutors and to provide information on OTOP products.

Objective 2: Construction of the ESP Course and Instructional Materials

The course design aligned with ADDIE instructional design principles (Branch, 2009) and ESP theories emphasizing contextual authenticity and communicative relevance.

The table 2 presents the findings of opinions regarding the needs for topics/contents for practicing English skills among the local vendors. Based on the needs analysis findings, the ESP course focused primarily on listening and speaking skills. The course consisted of 12 units out of 17 topics related to language functions required in OTOP business contexts, as detailed in Table 2.

Table 2 The sample's Needs for the Topics and Content of the ESP Course for Local Vendors

Topics and Content of the ESP Course
1. Greeting and Welcoming
2. Thanking and Saying Goodbye
3. Polite Refusal
4. Request for Repetition
5. Product Introduction
6. Asking for Customer Needs
7. Telling Product Location
8. Asking for Product and Price
9. Telling Price and Exchange Rate
10. Describing Shape, Color, and Size
11. Price Negotiation
12. Paying and Changing

Table 2 reveals that the sample needed 12 topics and contents of the ESP course, specifically related to selling their local products.

The exemplified situational dialogue was articulated as follows.:

Unit 5 Products Introduction

- Customer: Hello, I'm looking for silk products. Do you have them?
สวัสดี ฉันกำลังมองหาผลิตภัณฑ์ผ้าไหม คุณมีมั้ยคะ
- Local Vendor: Hi, we have table cloths, scarves, dresses, ties, and handkerchiefs.
สวัสดีค่ะ เรามีผ้าปูโต๊ะ ผ้าพันคอ ชุดกระโปรง เนคไทและผ้าเช็ดหน้าค่ะ
- Customer: I'm interested in these handkerchiefs.
ฉันสนใจพวกผ้าเช็ดหน้านี้ค่ะ
- Local Vendor: This one is really beautiful.
ผืนนี้สวยมากๆเลยนะคะ
- Customer: You're right. I'll take this one.
จริงด้วย ฉันขอผืนนี้ค่ะ
- Local Vendor: Please wait for a sec.
รอสักครู่นะคะ

The 12 ESP communication topics are suited for OTOP vendors, therefore semi-structured interview participants also stressed their importance. They also strongly recommended bilingual English-Thai e-books and English sound files spoken by Thai and foreign speakers. Additionally, they want English phonetic transcriptions in English talks. The researchers built the bilingual English-Thai e-booklet and English audio files narrated by Thai and foreign speakers based on interviewees' suggestions. Format (4 items), Content (6 things), and English audio files (4 items) comprise the booklet. The format received the highest average score (4.90), followed by the contents (4.85) and the English audio file (4.83).

OTOP vendors and local product merchants serving international tourists and customers can improve their English communication skills with this ESP training. The course covers greeting customers, presenting products, asking about needs, explaining prices, negotiating, and processing payments. Role-playing, collaborative exercises, pronunciation practice, auditory drills, and real-life sales simulations are taught. Look at the example below:

Unit 1: Greetings and Welcoming

Unit Objectives: Upon completion of this unit, learners will possess the ability to:

1. Extend courteous greetings to international clients.
2. Greet consumers upon their arrival at the shop or booth.
3. Employ uncomplicated introductory phrases to initiate a dialogue.

Educational Activities

Students rehearse standard greeting phrases including “Good morning,” “Welcome to our shop,” and “How may I assist you?” The instructor exemplifies example dialogues, and students replicate the phrases with accurate pronunciation and intonation. Pair work facilitates learners in practicing customer greetings in various scenarios. Students also engage in brief role-plays as shopkeepers and international patrons.

Assessment Techniques for Learning

Learners are assessed via oral practice, pronunciation evaluation, and a brief role-play exercise. The instructor assesses students' proficiency in employing courteous introductions with ease and assurance.

Objective 3: Satisfaction with the Developed Course

The participants demonstrated very high satisfaction toward the ESP course, and bilingual English-Thai e-booklet and English sound files.

Table 3 Satisfaction with the Developed ESP Course

Item	Mean	S.D.	Interpretation
1. Contents can be used in everyday work	4.90	0.30	Highest
2. Topics and language functions are suitable	4.90	0.30	Highest
3. Contents are varied and relevant	4.70	0.47	Highest
4. Thai explanations support understanding	4.95	0.22	Highest
5. The ESP Course improves overall English for communication.	4.90	0.30	Highest
Total	4.87	0.32	Highest

Table 3 indicates that the sample expressed satisfaction with the ESP course created by the researchers. Upon assessment of each item, it was concluded that Item 4 attained the highest average score (4.95), while Items 1, 2, and 5 each recorded an identical average score of 4.90.

Table 4 Satisfaction with Bilingual English-Thai E-booklet and English Sound Files

Evaluation Items	Satisfaction Level	Mean	SD
Format			
1. The e-book has a beautiful and readable format.	Highest	4.63	0.49
2. The text is of a suitable size and easy to read.	Highest	4.57	0.50
3. The illustrations are varied and effectively communicate meanings that align with the dialogues.	High	4.43	0.57
4. The content is well organized and easy to find information.	Highest	4.47	0.51
Total	Highest	4.53	0.52
Content			
1. The content is consistent with the needs and occupations of local vendors.	Highest	4.7	0.47
2. The content is suitably challenging for the knowledge and skill level of local vendors.	High	4.37	0.61
3. The content in each unit is of appropriate length.	High	4.4	0.56
4. The content varies across different contexts and aligns with the vendor selling OTOP products.	High	4.43	0.50
5. Language is utilized correctly in both vocabulary and structure.	Highest	4.53	0.51
6. Learners can swiftly and effortlessly download the e-book material for independent study.	Highest	4.60	0.50
Total	Highest	4.51	0.53
English audio file			
1. The English reading is correct and clear.	Highest	4.67	0.48
2. The reading has an appropriate and appropriate speed.	High	4.47	0.57
3. The English accent is easy to understand.	High	4.4	0.62
4. The English audio files are readily downloadable, efficient, and swift.	Highest	4.53	0.51
Total	Highest	4.52	0.55
Total of all three aspects	Highest	4.52	0.53

From Table 4 it reveals that the local vendors exhibited the highest degree of satisfaction with the e-booklet and English sound files (4.52). When considering each aspect, they were most satisfied with the format (4.53), followed by the English audio file (4.52) and the Content (4.51), respectively.

Discussion

The research aimed to assess local vendors' English communication needs and problems, build an English for Specific Purposes (ESP) course based on their needs, and assess their satisfaction with the course.

1. Respondents had intense opinions about their English language demands. Speaking, with an average score of 4.78, needed the most improvement, followed by listening, reading, writing, grammar, and English structure. In the semi-structured interview, most participants said they needed to improve their speaking and listening abilities to comprehend foreigners and promote OTOP products. The findings are consistent with Hutchinson & Waters (1987) who recommend teaching ESP to learners' target communicative contexts. Ophasarattanakon et al. (2006) found that 86.8% of Kiriwong residents preferred improving their English listening and speaking skills, and Reski Ramadhani et al. (2023) found that English club students aim to actively communicate in English. This program teaches English to improve their speaking skills, which improves their university education, academic achievement, and career prospects.

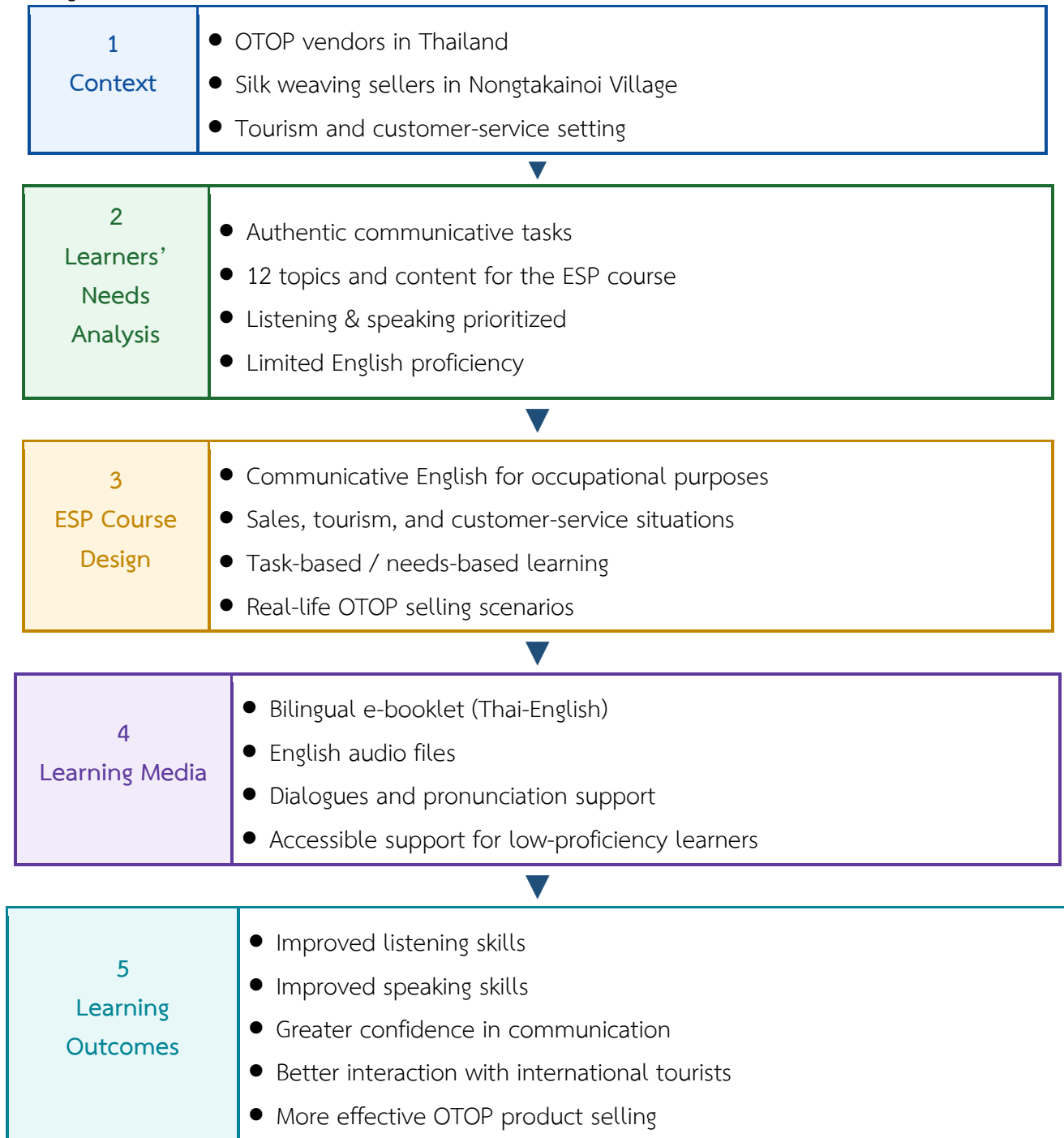
2. The questionnaire and semi-structured interview participants needed insight into all 12 English communication issues, which are crucial for local sellers promoting OTOP items. They also valued bilingual English-Thai e-books and English audio files narrated by Thai and international speakers. This study confirms Ruangthum (2020) that certain goals require English, underlining the importance of language functions since numerous professions use different languages based on their functional needs. Wright (2004) added that register affects language functioning. According to Kinneavy (1980) language function is an important part of language learning since it reflects learners' professional goals.

3. The disagreement supported the study's third goal. The researchers' ESP course pleased participants. The highest average score was 4.95 for Item 4, however Items 1, 2, and 5 also scored 4.90. Highest satisfaction was 4.52 for the e-booklet and English sound files. The format (4.53) was most satisfying, followed by the English audio file (4.52) and substance (4.51). Results show that professional-specific educational tools boost student happiness and engagement. Multilingualism and real-life interactions helped pupils understand practical communication. This matches Nuamaihom (2013) which found that tourism staff in Prasat Phanom Rung, Chaloem Phra Kiat District, Buriram Province were satisfied with the English communication innovation, scoring 4.49 on average. Content (average 4.52) was most satisfied, followed by format (4.48) and English audio CD (4.47). Due to its modern design,

which allowed English study at any time and place, the sample group was thrilled with the invention. This study matches Phanerkram (2023) which implemented an English training program for screening officers at an airport in northeastern Thailand with a high satisfaction mean of 4.54.

Body of knowledge

The body of knowledge acquired from this study can be illustrated as a model in Figure 1:



6 Broader Impact	● Support for sustainable tourism ● Stronger local economy ● Adaptable model for tour guides, homestay owners, and transport staff ● Framework for educators, researchers, and policymakers
-----------------------------	--

Figure 1: Body of Knowledge Model for the Study on ESP Course Development for OTOP Vendors

Conclusion and Recommendations

This study has several limitations: 1) This survey only included Nongtakainoi Village, Buriram Province OTOP sellers. The results may not apply to OTOP vendors in other communities, provinces, or business contexts with different tourism qualities and linguistic needs. 2) The study included a small group. The sample was sufficient for the study's goals, but a larger sample may produce more representative results and improve generalizability.

This study created an ESP course for OTOP merchants in Nongtakainoi Village, Buriram Province, based on their English language demands. Due to their frequent interactions with international tourists, merchants needed listening and speaking skills most. The ESP course met vendors' communicative demands with authentic language functions and occupationally relevant subjects. Participants loved the bilingual English-Thai brochure and audio handouts. Participants were most satisfied with the course. The study shows that needs analysis is vital to ESP course development. ESP courses can boost occupational communication skills and local tourism and business development by matching instructional content to learners' target communicative contexts.

1. Policy Recommendations

The following are the policy recommendations: 1) Business companies and shop owners may apply the findings to improve employees' communicative English skills. 2) Educational institutions may use the findings to develop ESP or tourism-related English courses. 3) Community-based English training programs should emphasize authentic communication tasks and bilingual instructional support.

2. Operational Recommendations

The following are the operational recommendations: 1) ESP training should focus on practical listening and speaking rather than grammar-based instruction. 2) Training activities should include role plays, product presentations, price negotiation, and customer interaction. 3) Bilingual English–Thai booklets and audio recordings should be used to help vendors understand meanings and practice pronunciation.

3. Recommendations for Next Research

The following are the recommendations for further studies: 1) Future studies should develop online applications and digital learning innovations to support ESP learning in the digital era. 2) ESP and English for Occupational Purposes (EOP) courses should be developed

for other occupational groups such as local tour guides, homestay owners, and transportation personnel.

References

- Branch, R. M. (2009). *Instructional Design: The ADDIE Approach*. New York: Springer.
- Campbell, S., Greenwood, M., Prior, S., Shearer, T., Walkem, K., Young, S., Bywaters, D, & Walker, K. (2020). Purposive Sampling: Complex or Simple? Research Case Examples. *Journal of Research in Nursing*, 25(8), 652–661.
- Dudley-Evans, T. & St. John, M. (1998). *Developments in English for Specific Purposes*. Cambridge: Cambridge University Press.
- Ellis, R. (2003). *Task-based Language Learning and Teaching*. Oxford: Oxford University Press.
- Graves, K. (1996). *Teachers as Course Developers*. Cambridge: Cambridge University Press.
- Halliday, M. A. K. (1978). *Language as Social Semiotic*. London: Edward Arnold.
- Hutchinson, T. & Waters, A. (1987). *English for Specific Purposes: A Learning-centered Approach*. Cambridge: Cambridge University Press.
- Hyland, K. (2006). *English for Academic Purposes: An Advanced Resource Book*. London: Routledge.
- Ibrahim, H. H. (2020). Needs Analysis as a Prerequisite for Designing an ESP Course for Medical Students. *Open Journal of Modern Linguistics*, 10(2), 83-103.
- Jordan, R. R. (1997). *English for Academic Purposes: A Guide and Resource Book for Teachers*. Cambridge: Cambridge University Press.
- Kaur, S. & Khan, A. B. M. A. (2010). Language Needs Analysis of Art and Design Students: Considerations for ESP Course Design. *ESP World*, 9(2), 1-16.
- Kinneavy, J. L. (1980). *A Theory of Discourse: The Aims of Discourse*. New York: Norton.
- Kittinorarat, J. & Acherayawathana, O. (2024). Sampling in Research: Principles, Methods, and Applications. *Journal of Innovation in Administration and Educational Management*, 2(1), 39-55.
- Krashen, S. D. (1985). *The Input Hypothesis: Issues and Implications*. London; New York: Longman.
- Likert, R. (1932). A technique for the measurement of attitudes. *Archives of Psychology*, 22(140), 1–55.
- Long, M. H. (2005). *Second Language Needs Analysis*. Cambridge: Cambridge University Press.
- Mao F. & Zhou, J. (2024). A Needs Analysis of ESP Courses in Colleges of Art and Design: Consensus and Divergence. *PLoS ONE*, 19(6), 1-23.
- Munby, J. (1978). *Communicative Syllabus Design*. Cambridge: Cambridge University Press.
- Nuamaihorm, A. (2013). *A Study and Development of Innovation on Tourism English Communication for Tourism Personnel at Phnom Rung Sancary in Chaloemphrakiat District, Buriram Province (Research Report)*. Buriram: Buriram Rajabhat University.

- Phanerkrum, Ph. (2023). Needs Analysis and Curriculum Development English for Specific Purposes for Airport Screening Staff in the Northeast of Thailand (Master of Arts Program in English). Buriram: Buriram Rajabhat University.
- Ophasarattanakon, O., Phuttarat, C, & Tongkhundum, T. (2006). Needs of Kiriwong People to Study English for Tourism Business. *Journal of Yala Rajabhat University*, 1(2), 112-119.
- Ramadhani, R., Aulawi, H., Setiawan, R, & Rahayu, S. (2023). The Speaking English Material Needs of Engineering Students for the English Club Program: An ESP Analysis. *Scope: Journal of English Language Teaching*, 7(2), 259-266.
- Robinson, P. C. (1991). *ESP Today: A Practitioner's Guide*. New York: Prentice Hall.
- Rovinelli, R. J. & Hambleton, R. K. (1976). On the Use of Content Specialists in the Assessment of Criterion-Referenced Test Item Validity. Paper presented at the Annual Meeting of the American Educational Research Association (60th, San Francisco, California, April 19-23, 1976). Retrieved April 20, 2026, from <https://files.eric.ed.gov/fulltext/ED121845.pdf>
- Ruangthum, N. (2020). The Study of Barriers and Strategies towards English Language Communication of Thai Staff Working in Khon Kaen International Marathon Event (Master of Arts Career English for International Communication Program). Bangkok: Thammasat University.
- Stoller, F. L. (2004). Content-based Instruction: Perspectives on Curriculum Planning. *Annual Review of Applied Linguistics*, 24, 261–283.
- Swales, J. M. (1990). *Genre analysis : English in academic and research settings*. Cambridge: Cambridge University Press.
- Swain, M. (1995). Three functions of output in second language learning. In G. Cook & B. Seidlhofer (Eds.), *Principle & practice in applied linguistics: Studies in honour of H. G. Widdowson*. (pp. 125–144). Oxford University Press.
- West, R. (1994). *Needs Analysis in Language Teaching*. Cambridge: Cambridge University Press.