



# A Needs Analysis Study: An Investigation into Secondary School Students' English Language Needs

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## Abstract

*This article discusses a study investigating secondary school students' English language needs at a school in Kuantan, Pahang, Malaysia. Due to the changes to the current Malaysian curriculum in relation to the introduction of the Malaysia Education Blueprint (2013-2025), the English language syllabus for primary and secondary schools has undergone several reforms towards alignment with the Common European Framework of Reference (CEFR). Imported textbooks were adopted by the Ministry of Education (MoE) as initial ways to supplement the national schools with materials that are aligned with the CEFR framework, following the English Language Education Roadmap for Malaysia (2015-2025). The adopted textbooks for secondary school students (Pulse 2), Form 1 until Form 3, and (Full Blast Plus 4), Form 4, are organised according to the four language skills: speaking, reading, listening, and writing, in which every unit in the textbooks follows the pre-determined sequence. Considering this, there is a need to conduct a needs analysis study to observe which among the four language skills requires further attention, while at the same time taking into consideration the reasons, problems, motivational factors, and also the mode of learning that are involved in the process of learning English by the students.*

**Keywords:** CEFR, ESL learners, Needs analysis, Motivation

## Introduction

Needs analysis, a crucial step in designing effective language courses and programs, is a systematic process of gathering and analyzing information about learners' language requirements (Mat et al., 2025). The term needs, according to Brindley (1984), refers to 'wants, desires, demands, expectations, motivations, lacks, constraints, and requirements.' In an educational setting, needs analysis helps to identify general and specific language needs and determines the input for syllabus and curriculum design and development (Kaharuddin, 2025; Pomat, 2025), and acts as a means to prevent a mismatch between what is in the syllabus and curriculum with the actual needs of the learners (Pham Xuan & Håkansson Lindqvist, 2025).

Needs analysis is not just important in the initial phase of syllabus and curriculum design and development; it is also a key tool in evaluating the effectiveness of the syllabus and curriculum, where improvements can be made to the delivery and implementation of the syllabus and curriculum. Besides that, 'needs are not absolute' and need to be continuously examined from time to time to ensure learners' current and latest needs are met to ensure an effective learning process (Brown, 1995).

Based on Dudley-Evans and St John's conceptual framework of needs analysis (1998), there are three key aspects for needs analysis: Target Situations Analysis (TSA), Learning Situation Analysis (LSA), and Present Situation Analysis (PSA). TSA refers to the situations, settings, tasks, and activities where the learners will need to use the target language. LSA refers to the factors affecting the learning process of learners. PSA is about the present situation, such as learners' strengths and weaknesses, and difficulties they are facing in learning the target language. The advantage of this framework is that it includes other factors that should be taken into consideration, and not just the linguistic aspects of language learning. The present study adopts the same concept by incorporating several factors into investigating students' needs analysis.

## Literature Review

In the context of English as a Second Language (ESL), needs analysis has been found effective in identifying a wide range of challenges and requirements across various language skills such as vocabulary, reading, writing, and speaking. Understanding these needs is crucial in syllabus design, including effective instructional strategies and support systems for students (Ahmad, 2025; Donato & Lovitos, 2023; Zakaria & Sulaiman, 2024).

Writing is the most challenging skill for ESL learners (Che Shamsudin et al., 2025). Investigating ESL teachers' perspectives of needs analysis in writing, Zakaria and Sulaiman (2024) found that limited understanding of topics, issues with maintaining coherence, and insufficient vocabulary and grammar proficiency are among the major challenges faced by ESL learners. These challenges could affect learners' attitude and their motivation towards learning in writing classes (Che Shamsuddin et al., 2025). By understanding these needs, appropriate instructional strategies and materials can be developed, such as integrating interactive student-centered learning strategies and

tailored writing modules (Zakaria & Sulaiman, 2024) or guided writing instruction (Che Shamsudin et al., 2025).

Reading is an essential skill, where input from reading can enrich learners' vocabulary and enhance their knowledge for idea generation in writing and speaking classes. Whether ESL learners in mixed-ability classes or those with special educational needs (Ahmad, 2025; Donato & Lovitos, 2023), understanding learners' needs in reading classes can assist educators to tailor content, processes, and products to students' readiness and learning profiles. Reading modules containing diverse activities, such as reading aloud, solving puzzles, or utilising audio-visual aids, can be developed to cater to learners of diverse needs and abilities.

Weerasombat and Pumipatyothin (2025) studied needs analysis for English communication in jobs at Bangkok Produce Public Company Limited. It focused on skills that were needed in their English communication development. Respondents agreed that they needed to improve their speaking skills the most. Another study was done by Savski and Rukthong (2025) regarding needs analysis for English Communication Skills of Thai Airways Cabin Crew. It focused on the English training needs for English communication skills improvement. Listening and speaking were reported as the most problematic. Data showed that listening issues arose due to Australian and Indian accents, while speaking problem was shown to be caused by the fact that English was the respondents' second language.

In a needs analysis study by Takunori and Hazuki (2025), the study was conducted as part of a curriculum review to investigate the appropriateness of the present curriculum for an English course in a university in Western Japan. This is especially as the English language programme was created 10 years ago. The study also examines the perceived English language needs of the learners of the programme before and after going through the programme to find out whether learners' needs change over time and explore the factors that lead to the change of those needs. In a study by Da Silva (2024), a needs analysis was conducted to address the mismatch between what was taught and tested, with what was actually needed by learners of an English for Specific Purposes (ESP) programme for banking and finance professionals in Taiwan.

## Method

### Research Design and Sampling

This survey was administered to 120 students in a school. Samples of the study were among the Form 4 students who consisted of 120 students from SMK Sungai Baging. The samples were chosen via convenience sampling, where the researchers just chose any Form 4 students from the classes in their respective schools. Consent was obtained orally as the researchers only offered the questionnaire to those who were willing to participate in this study.

The research uses a survey method that aimed to describe the learning needs for the English Form 4 students in terms of English language skills needed, the main purposes of learning English, difficulties faced by students, motivation factors to keep learning English, and students' preferred ways of learning English. The data were gathered using



a 55-item questionnaire, which was originally adopted and adapted from the study on motivation for learning English by Takahashi (2018). The original questionnaire contains 34 items that are mostly related to motivation, but it was edited and replaced with new items that are intended to discover the English learning needs of the Form 4 students. Some of the items in the original questionnaire were related to some areas of reasons and problems for learning English. Hence, the items were adopted. The final version of the questionnaire comprises 55 items, which are divided into five main sections with an additional section for demographic information. The questionnaire was not piloted due to the time constraint that the researchers faced in completing the study.

From the 120 questionnaires that were distributed, 117 were available to be used for the data analyses. The data were then compiled in a Microsoft Excel format and subsequently analysed through descriptive analysis using SPSS Version. 22. A complete description of the methods used enables the reader to evaluate the appropriateness of the methods and the reliability and validity of the results. Research design, participants, sampling procedures, data characteristics, and others (if necessary) are part of this point.

## **Findings and Discussion**

In this section, the results of the descriptive analysis of the collected data are presented. There are five sections in the questionnaire that are intended to find out the English language needs of the respondents based on the skills learnt in school, reasons for learning the English language, problems that are faced in learning English, motivation for learning English, and preferred mode of learning English.

### **Focused Skills**

The first research question is to seek students' opinions on the language skills that they think need to be improved. In this study, the researcher has devised five items in the questionnaire to obtain information on students' perceived level of English proficiency in their use of the four skills. The study will reveal which skills the students are weak in and which they are good at based on performance statements. This information would enable teachers to know which skills to focus more on when planning the course. The following table, Table 1.1, shows the students' performance in the four English language skills that they learn at school.



Table 1. Focused Skills

Skills	Strongly Disagree	Disagree	Moderate	Agree	Strongly Agree	Mean	Standard Deviation
	n %	n %	n %	n %	n %		
1. I get high marks in writing tasks	9	25	47	30	6	2.99	.996
	7.7	21.4	40.2	25.6	5.1		
2. I perform badly during speaking activities	9	32	49	25	2	2.82	.916
	7.7	27.4	41.9	21.4	1.7		
3. I can read and understand English reading materials	4	10	37	52	14	3.53	.934
	3.4	8.5	31.6	44.4	12.0		
4. I find it difficult to understand the listening audio in the classroom	11	30	51	20	4	2.85	1.111
	9.4	25.6	43.6	17.1	3.4		
5. Reading in English is difficult for me as I don't understand many English words	26	45	26	16	4	2.38	1.081
	22.2	38.5	22.2	13.7	3.4		
Overall						2.914	1.008



Based on the 1.1 table, the highest mean score was recorded by the statement 'I can read and understand English reading materials' with the mean score of ( $M=3.53$ ) and ( $SD=0.934$ ), which represents their reading ability, whereby 66 respondents agree with the statement. Moreover, 71 respondents (60.7%) depicted that their reading ability is good by disagreeing with the statement 'Reading in English is difficult for me as I don't understand many English words.' The next language skill that portrays a high mean score is writing skill, where the 36 respondents (30.7%) ( $M=2.99$ ,  $SD=0.996$ ) agree to the statement 'I get high marks in writing tasks.' However, 34 respondents (29.1%) disagree with the statement, showing that they do face difficulties in writing skills. Most respondents ( $n=47$ ) rated their performance as moderate for their writing skills. In terms of listening skills, 20.5% ( $n=24$ ) of the respondents faced a problem in understanding the audio used in the classroom. 35% ( $n=41$ ) disagree with the statement, showing that they do not have much difficulty in understanding the audio, while 43.6% ( $n=51$ ) took a moderate stance towards the statement. Whereas for speaking skill, 27 respondents (23.1%) admitted that they are bad at speaking activities, 49 (41.9%) believed that they are moderate, while 41 (35.1%) considered that they are good at speaking activities by disagreeing with the statement 'I perform badly during speaking activities.'

### **Reasons for Learning English**

The second research question is to identify the students' purpose in learning English. In this study, the researcher has devised 10 items in the questionnaire to obtain information on the students' reasons for studying English. The data gathered would be helpful for teachers to know the factors that encourage students to learn, which teachers would then be able to exploit to inspire the students. The following table, Table 4.2.2, shows the students' reasons for wanting to study the English language.

Table 2. Reasons for Learning English

REASONS	Strongly Disagree	Disagree	Moderate	Agree	Strongly Agree	Mean	Standard Deviation
	n %	N %	n %	n %	n %		
1. I study English to pass examinations	17	21	20	42	17	3.18	1.297
	14.5	17.9	17.1	35.9	14.5		
2. I study English because it is required	7	12	39	35	24	3.49	1.111
	6.0	10.3	33.3	29.9	20.5		
3. I study English because my parents tell me to study English hard	16	39	35	22	5	2.67	1.067
	13.7	33.3	29.9	18.8	4.3		
4. I am studying English to get a good job	2	7	18	47	43	4.04	.959
	1.7	6.0	15.4	40.2	36.8		
5. I study English because teachers tell me to study English hard	14	28	38	31	6	2.89	1.089



	12.0	23.9	32.5	26.5	5.1			
6. I want to learn English because I would like to go abroad	3	10	19	36	49	4.01	1.079	
	2.6	8.5	16.2	30.8	41.9			
7. Teachers would get angry if I were bad at English	19	36	40	15	7	2.62	1.089	
	16.2	30.8	34.2	12.8	6.0			
8. I am learning English to become more educated	0	6	14	53	44	4.15	.826	
	0.0	5.1	12.0	45.3	37.6			
9. I enjoy reading English books, articles, newspapers and magazines	2	17	32	42	24	3.59	1.027	
	1.7	14.0	26.4	34.7	19.8			
10. I want to understand English movies without subtitles	1	12	19	36	49	4.03	1.038	
	9.0	10.3	16.2	30.8	41.9			
						Overall	3.467	1.058



Based on Table 1.2, two items recorded to have the highest frequency, which are “I want to learn English because I would like to go abroad” and “I want to understand English movies without subtitles”. 49 respondents (41.9%) strongly agreed with the statements, respectively. On top of that, the highest mean score was recorded for the statement “I am learning English to become more educated” ( $M=4.15$  and  $SD=.826$ ), in which 97 respondents agreed with the statement. In fact, 90 respondents (77%) are aware of the importance of English for their future, as they agree with the statement “I am studying English to get a good job”. This item scored the second-highest mean score, which is 4.04. However, only 19 respondents (16.3%) are learning English out of their own willingness, as they disagree with the statement that “I study English because it is required”. On the bright side, 66 respondents (58.5%) enjoyed reading English materials as they agreed to the statement that “I enjoy reading English books, articles, newspapers, and magazines”.

### **Problems in Learning English**

The third research question is to identify problems that students encounter when learning English. In this study, the researcher has devised 11 items in the questionnaire to obtain information on the difficulties that might hinder students' learning process. The data gathered would be helpful to enlighten teachers on the causes of variation in their performance. The following table, Table 1.3, shows the problems that students faced when studying the English language.

Table 3. Problems in Learning English

PROBLEMS	Strongly Disagree	Disagree	Moderate	Agree	Strongly Agree	Mean	Standard Deviation
	n %	n %	n %	n %	n %		
1. I get nervous when I answer or give a presentation in English class	7	12	30	41	27	3.59	1.131
	6.0	10.3	25.6	35.0	23.1		
2. I get worried when I am doing worse than my classmates in English	4	8	34	43	28	3.71	1.018
	3.4	6.8	29.1	36.8	23.9		
3. I feel shy of speaking English	16	36	40	19	6	2.68	1.064
	13.7	30.8	34.2	16.2	5.1		
4. I'm afraid of making mistakes	6	22	29	47	13	3.33	1.067
	5.1	18.8	24.8	40.2	11.1		
5. I'm afraid that people will criticize me if I speak English	9	25	41	30	12	3.09	1.091
	7.7	21.4	35.0	25.6	10.3		



6. I feel comfortable using my mother tongue compared to English	1	12	50	30	24	3.55	.960	
	0.9	10.3	42.7	25.6	20.5			
7. I have limited vocabulary	6	30	54	21	6	2.92	.921	
	5.1	25.6	46.2	17.9	5.1			
8. I use mostly broken English	3	31	49	23	11	3.07	.971	
	2.6	26.5	41.9	19.7	9.4			
9. I have bad pronunciation	7	34	42	26	8	2.95	1.016	
	6.0	29.1	35.9	22.2	6.8			
10. I think listening audio used in the classroom are too fast	4	30	39	31	13	3.16	1.042	
	3.4	25.6	33.3	26.5	11.1			
11. I can write in English quite well, but not so for speaking	8	24	50	21	14	3.08	1.068	
	6.8	20.5	42.7	17.9	12.0			
						Overall	3.194	1.032



Based on Table 1.3, the highest mean score was recorded for the statement “I get worried when I am doing worse than my classmates in English” ( $M=3.71$ ,  $SD=1.018$ ), which shows students face emotional concern regarding their English proficiency. In accordance with this, the second highest mean score is too related with emotion, which is “I get nervous when I answer or give a presentation in English class”, ( $M=3.59$ ,  $SD=1.131$ ). Although 51.3% of respondents agreed that “I’m afraid of making mistakes”, 44.5% of the respondents are confident in speaking English, as they disagreed with the statement that “I feel shy of speaking English”. However, they are still concerned about other people’s point of view, as 35.9% agreed, and 35% is on a moderate stand of the statement “I’m afraid that people will criticize me if I speak English”. Another factor that might influence students’ speaking skills is L1, as 46.1% of the respondents agreed that “I feel comfortable using my mother tongue compared to English”. For items that required respondents to self-evaluate their English proficiency, respondents tend to choose ‘moderate’, as can be seen from the statement “I have limited vocabulary”, whereby 46.2% chose ‘moderate’, and the statement “I use mostly broken English”, whereby 41.9% chose ‘moderate’. In terms of listening, 37.6% agreed to the statement that “I think listening to audio used in the classroom is too fast”.

### **Motivation for Learning English**

The fourth research question is to identify learners’ motivation in learning English, in which 16 items were devised to obtain information on this aspect. The motivational factors can be divided into two: ‘intrinsic’, which is driven by the learners, and ‘extrinsic’, which is driven by other people, situations, and the environment around the learners. The items were created considering these two motivational factors, in which the data collected would assist teachers in knowing what could attract students’ interest with the lesson, and certain changes can be advocated in the lesson to enhance their learning experience. Teachers could use this information to plan lessons and materials that address students’ interests. Table 4.2.4 shows the motivational factors that might influence students in studying the English language.

Table 4. Motivation for Learning English

MOTIVATION	Strongly Disagree	Disagree	Moderate	Agree	Strongly Agree	Mean	Standard Deviation
	n %	n %	n %	n %	n %		
1. I really enjoy learning English	1	1	24	40	51	4.19	.850
	0.9	0.9	20.5	34.2	43.6		
2. Being able to speak English well will increase my social status	1	10	26	43	37	3.90	.977
	0.9	8.5	22.2	36.8	31.6		
3. I always look forward to have English classes	2	7	44	36	28	3.69	.960
	1.7	6.0	37.6	30.8	23.9		
4. I think people would respect me if I speak good English	6	18	30	32	31	3.55	1.185
	5.1	15.4	25.6	27.4	26.5		
5. I would like to try to use English which I have learned	0	3	30	54	30	3.95	.786
	0.0	2.6	25.6	46.2	25.6		



6. I study English because I would lose confidence if I am bad at English	0	8	39	44	26	3.75	.880
	0.0	6.8	33.3	37.6	22.2		
7. I want to learn English because I would like to go abroad	4	10	20	33	50	3.98	1.122
	3.4	8.5	17.1	28.2	42.7		
8. it feels great if I speak better English compared to other students	5	11	28	36	37	3.76	1.127
	4.3	9.4	23.9	30.8	31.6		
9. I enjoy watching English movies compared to other students	3	10	34	30	40	3.80	1.085
	2.6	8.5	29.1	25.6	34.2		
10. Studying English will open my mind	0	6	31	49	31	3.90	.855
	0.0	5.1	26.5	41.9	26.5		
11. Learning English is a challenge I enjoy	2	5	36	41	33	3.84	.946
	1.7	4.3	30.8	35.0	28.2		
12. I am learning English to become more educated	0	2	21	51	43	4.15	.773
	0.0	1.7	17.9	43.6	36.8		
13. I get worried when I am doing worse than my classmates in English	3	10	31	47	26	3.71	.992



	2.6	8.5	26.5	40.2	22.2		
14. My parents praise me when I become proficient in English	2	16	32	34	33	3.68	1.080
	1.7	13.7	27.4	29.1	28.2		
15. I want to understand English movies without subtitles	1	7	21	37	51	4.11	.963
	0.9	6.0	17.9	31.6	43.6		
16. I can understand the lesson given by the teacher in English	3	10	35	43	26	3.68	.999
	2.6	8.5	29.9	36.8	22.2		
					Overall	3.853	0.974



Based on Table 1.4, the highest mean score was recorded for the statement “I really enjoy learning English”, ( $M=4.19$ ,  $SD=.850$ ) in which 77.8% of the respondents agreed on the statement while the second highest mean score was for “I am learning English to become more educated”, ( $M=4.15$ ,  $SD=.773$ ) whereby 80.4% agreed with the statement. These demonstrated that students possess an inner drive to learn English because it is enjoyable to them, and it could assist them in gaining knowledge. In fact, respondents also responded positively on other items that enquire intrinsic motivation in which 71.8% wish to try using the language they have learnt, 70.9% agreed that they are learning English due to their intention of going abroad, 68.4% agreed that studying English will help in broadening their point of view, 63.2% agreed that learning English is a challenge that they enjoy, 62.4% agreed that they would feel great to be able to speak better English than others and 59.8% agreed that being good in English would help to gain their confidence. In terms of extrinsic motivation, the item with the highest percentage was “I want to understand English movies without subtitles,” in which 75.2% of the respondents agreed. This is followed by 68.4% of the respondents agreeing that “being able to speak English well will increase my social status,” and 62.4% of them admitting that they would get worried if they were falling behind in studying English compared to their classmates. As for the other extrinsic factors, slightly more than half of the respondents gave positive feedback for each item whereby 59.8% agreed to item 9, “I enjoy watching English movies”, 59% agreed to item 16, “I can understand the lesson given by the teacher”, 57.3% agreed on item 14, “my parents praise me when I become proficient in English”, 54.7% agreed on item 3, “I always look forward to have English classes agreed”, 53.9% agreed on item 4, “ I think people would respect me if I speak good English”.

### **Mode of Learning**

For the mode of learning, there are 13 items that were created to observe ways of learning English that are preferred by the students. The discovery of the students’ preferred ways of learning will enable the teachers to modify their ways of teaching to cater to the students’ learning styles.

Table 5. Mode of Learning

MODE OF LEARNING	Strongly Disagree	Disagree	Moderate	Agree	Strongly Agree	Mean	Standard Deviation
	N %	n %	n %	n %	n %		
1. I enjoy reading English books, articles, newspapers, and magazines	4	15	34	41	23	3.55	1.055
	3.4	12.8	29.1	35.0	19.7		
2. I enjoy learning English through games.	6	7	28	40	36	3.79	1.103
	5.1	6.0	23.9	34.2	30.8		
3. I can describe pictures in English	4	15	41	41	16	3.43	.994
	3.4	12.8	35.0	35.0	13.7		
4. I learn English by watching films and videos	0	6	32	46	33	3.91	.871
	0.0	5.1	27.4	39.3	28.2		
5. I like to converse with a friend in English	10	9	49	33	16	3.31	1.078
	8.5	7.7	41.9	28.2	13.7		



6. I learn English better by studying alone	16	38	32	19	12	2.77	1.185	
	13.7	32.5	27.4	16.2	10.3			
7. I prefer to have a small group discussion during the English period	6	16	39	33	23	3.44	1.109	
	5.1	13.7	33.3	28.2	19.7			
8. I prefer to have a large group discussion during the English period	6	21	49	29	12	3.17	1.011	
	5.1	17.9	41.9	24.8	10.3			
9. I enjoy learning English through online classes (Google Classroom)	14	26	48	22	7	2.85	1.055	
	12.0	22.2	41.0	18.8	6.0			
10. I enjoy learning English through the Internet (YouTube, Instagram)	5	4	30	44	34	3.84	1.025	
	4.3	3.4	25.6	37.6	29.1			
11. I learn English by listening to songs, TV, or radio programmes in English	1	4	22	39	51	4.15	.906	
	0.9	3.4	18.8	33.3	43.6			
12. I enjoy learning from English textbooks	2	14	49	40	12	3.39	.890	
	1.7	12.0	41.9	34.2	10.3			
13. I enjoy learning English with my English teacher in the classroom	1	1	13	44	58	4.34	.779	
	0.9	0.9	11.1	37.6	49.6			
						Overall	3.828	1.005

According to Table 1.5, the item that portrayed the highest mean score is item 13 (I enjoy learning English with my English teacher in the classroom), with the mean score of  $M=4.34$ , where 102 respondents claimed that they enjoy a face-to-face lesson with the teacher in the classroom. In contrast to that, only 29 respondents (24.8%) agreed that they enjoy learning English through online sessions via Google Classroom, with the mean score of  $M=2.85$  shown by item 9 in the questionnaire. Next, items 1 (I enjoy reading English books, articles, newspapers and magazines), 2 (I enjoy learning English through games.), 4 (I learn English by watching films and videos.), 10 (I enjoy learning English through the Internet (YouTube, Instagram).), 11 (I learn English by listening to songs, TV or radio programmes in English.), and 12 (I enjoy learning English textbooks) are trying to discover the media that are preferred or used by the respondents to learn English. Among the items, item 11 marked the highest mean score of 4.15 ( $SD=0.906$ ), where 90 respondents (76.9%) claimed that they learn English by listening to songs, TV, or radio programmes. These respondents seem to be auditory learners compared to other learning styles. The second-highest mean score of preferred media is recorded by item 4 (I learn English by watching films and videos) with the mean score of 3.91 ( $SD=0.871$ ), whereby 79 respondents (67.5%) claimed they learn in this way. This option might be chosen by students who prefer to learn through visuals. Apart from that, items 5 (I like to converse with a friend in English.), 6 (I learn English better by studying alone.), 7 (I prefer to have a small group discussion during English period.) and 8 (I prefer to have a large group discussion during English period.) are intended to find the preferred learning styles of the respondents in which can be used by the teacher to design activities that include the use of the learning styles. Item 7 recorded the highest mean score among the four items, which is  $M=3.44$ ,  $SD=1.109$ , where 56 (47.9%) respondents agreed that they prefer to study English in small groups. The next item that records the highest mean score is by item 5 ( $M=3.31$ ,  $SD=1.078$ ), in which 41.9% ( $n=49$ ) of the respondents agreed that they prefer to do a one-to-one conversation with a friend in learning English. Item 6 (I learn English better by studying alone) appears to be the least favourable mode of learning English, with the mean score of  $M=2.77$  and  $SD=1.185$ , whereby only 31 respondents (26.5%) agreed to the statement.

## Conclusion

This section provides a discussion of the major findings of the study on the investigation into Form 4 Students' English Language Needs Analysis at one school in the Kuantan district. Apart from that, implications, recommendations for future research, as well as the conclusion of this study are also discussed in the discussion section, followed by the conclusion section. Next, the implications of the study will also be discussed, and finally, the recommendations for future research will discuss suggestions for improving the current study.

Students believed that they needed to improve their writing skills more compared to the others. The analysis showed that the students are heterogeneous, consisting of three different levels. Therefore, the course should adhere to a mixed level of learners, such as in terms of materials, instructions, support, and tasks. Apart from that, students' self-assessment showed that the majority of them can comprehend reading materials. Hence, lessons that require a higher level of reading skills should be planned for the



course. In terms of listening and speaking skills, the majority of the students feel that they are at an average level. Despite that, a small number of students who are of low proficiency level should not be overlooked.

Students wish to acquire a good command of English due to intrinsic factors such as aiming to go abroad, desire to comprehend English movies, and, above all, to be more educated. These showed that students are aware of the importance that the English language has as the lingua franca of today's world. Furthermore, they are also learning English as they realised its importance in securing a job in the future. Nevertheless, students are found to be studying English out of requirement instead of their own willingness.

Students are found to be concerned with others' viewpoints when they use the English language. Students are worried about making mistakes as they fear being the class laughingstock. This might be the reason a number of students prefer to keep quiet during English lessons or would respond in their L1. Nevertheless, those who are willing to speak up have difficulties in conveying the points intended because they are being too careful before putting their sentences into words. Students tend to translate what they wish to say in L2 from their L1, which causes the delay or stutter when communicating their idea. This is due to students being too comfortable using their L1 since L2 is mainly used in a classroom setting only. Hence, measures to counter these matters should be carefully planned. Interestingly, students felt that they had adequate depth of vocabulary, were able to converse in English despite having interference with L1, and could comprehend listening to audio being used in lessons.

Both intrinsic motivation – an action that is “non-contingent upon any outcome separable from the behaviour itself” and extrinsic motivation – “an action performed to attain some other outcome” play a part in driving students to learn the English language (Legault, 2017). The study found that students have higher intrinsic motivation compared to the latter. Students who innately enjoy learning English would tend to participate in the lessons better. Besides, students are led to study English as they are aware of the importance of being proficient in this language.

Students are found to prefer face-to-face learning in comparison to virtual learning. In terms of media, the majority of the students opted to acquire English by listening to songs, radio programmes, or watching television in which addresses auditory learners. The students are also found to be visual learners as they tend to watch movies to be exposed to the English language. Apart from that, a note worth taking is that students feel more comfortable studying in small groups and having pair work instead of learning in large classes.

The needs analysis has become a necessity in creating English language programmes in any institution. The results of the process could be beneficial for the curriculum designers and teachers to make essential adjustments to the language programme. It has to become a culture at any institution to conduct needs analysis consistently to bring improvement to the English language programme that can further benefit the learners. It is hoped that the results of the current needs analysis can benefit the teachers who are currently using the curriculum to teach the students. Moreover, it can also be a starting



model of needs analysis that can be used by other teachers to review the needs of their respective students.

Several recommendations for future research could be considered upon the completion of the current study. Firstly, future research could include open-ended interview questions (apply mixed-method or qualitative research design) regarding the challenges expected by the students, as the closed-ended questions included in the questionnaire for the current research may not reflect the true perceptions of the students regarding their English language needs in English CEFR lessons.

Thus, as the current study only focused on the students in one selected school, future research could also compare students' needs in learning English language in other schools in Kuantan district to get the insights regarding the capability and compatibility of the CEFR curriculum in preparing the form five students in 2021 to achieve the objectives as outlined in the Malaysian Education Blueprint (2013 -2025) and the Roadmap for English (2015 – 2025).

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