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Developing ESP Material Based on Tertiary Students' Needs for Promoting Speaking Skills

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ABSTRACT

Needs analysis is a critical step in ESP curriculum design to ascertain learners' linguistic requirements. ESP offers a customized approach to language learning, targeting the specific communication needs of students in various professional domains. The research aimed 1) to investigate the needs analysis of English for Specific Purposes (ESP) in tertiary students' speaking material, 2) to develop the ESP material based on their needs, 3) to compare their speaking ability before and after using the material, and 4) to investigate their satisfaction with the usage of the ESP material developed by the researchers. The population was composed of the 4th year students majoring in English under the English Program, Faculty of Humanities and Social Sciences, Buriram Rajabhat University (BRU). The samples consisted of 29 students who were selected via a purposive sampling method. The research instruments consisted of a focus group discussion, ESP material developed, a pre-test and post-test, and a satisfaction form. The statistics used for analyzing the quantitative data were percentage, mean, and standard deviation while content analysis was made for analyzing the qualitative data. The research results revealed that: 1) They needed the ESP material with an emphasis on speaking skills with the topics relevant to the campus tour at Buriram Rajabhat University. 2) The ESP material developed in line with the BRU campus tour included the following six topics: *Buddha Statue, Library, Multi-Purpose Sport Facility, Lower Northeastern Cultural Center, Phanompiman Hotel, and International Hostel*. 3) Their speaking ability was significantly improved after using the

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ESP material for the BRU campus tour. 4) Their satisfaction with the ESP material developed was at the highest level.

Keywords: Need Analysis; ESP Material; Tertiary Students; BRU Campus

1. Introduction

Hutchinson and Waters^[1] categorize needs into goal needs (i.e., what the learner must accomplish in the target setting) and learning requirements (i.e., what the learner must undertake to facilitate learning). They moreover assert that target needs encompass necessities, deficiencies, and desires. Necessities refer to the learner's requirements to operate proficiently in the target context. This is similar to Nunan^[2] who states that the lack refers to learners' difficulties in coping with their target situation. Wants are related to the learners' expectations after taking the course. Learning needs have four components: input, process, setting, and the learner's role. The primary function of requirements analysis is to furnish essential data that assists teachers in making informed decisions regarding material production. The outcome of needs analysis aids instructors in assessing students' target and learning needs^[3]. Needs analysis focuses on the techniques of collecting and assessing information relevant to the course^[4]. A needs analysis evaluates lectures to identify students' desires, deficiencies, and contributions to various speaking activities, media, exercises, assignments, classroom environment, assessment, and more. Speaking material designs must address students' specific requirements in speaking components, including pronunciation, structure, vocabulary, fluency, and accuracy. Furthermore, English-speaking resources should facilitate students' ability to articulate their thoughts more naturally^[5]. The selection of suitable materials according to students' needs enhances the teaching-learning process, making classroom activities more important, relevant, effective, and efficient. It can also assist the educator in motivating students to be more engaged by examining their learning objectives, preferred strategies, linguistic resources, and educational requirements^[5, 6].

Needs analysis as the basis of English for specific purposes (ESP) is deemed crucial to identify the target material or languages used in the teaching-learning process and to design an effective curriculum^[7]. Needs analysis is the key to collecting insider's view of the ESP situation, and the main aim of the ESP course is to meet the explicit needs of the

learners^[8, 9]. Saragih^[10] states that needs analysis is vitally important in designing teaching materials for English for Specific Purposes. It also requires appropriate methodology for specific learners^[11]. ESP materials are good sources of language, learning support and for reference. Also, they are motivating and engaging for learners, and some materials were adopted in order to suit learners' needs. It is assumed that all of these primary and supplementary material and technologies will be very essential to achieve the objectives of the course^[12, 13].

Dudley-Evans and St. John^[13] define ESP as tailored to fulfill the specific needs of learners, employing the methodologies and activities pertinent to the respective discipline, and focusing on the language suitable for these activities regarding grammar, lexis, register, study skills, discourse, and genre. English for Specific Purposes (ESP) is a language teaching methodology tailored to the learners' needs, justified by their specific motivations for learning. ESP is conventionally categorized into two primary domains: English for Occupational Purposes (EOP) and English for Academic Purposes (EAP)^[1]. ESP courses possess three primary qualities as outlined below: 1) English for Specific Purposes (ESP) is tailored to address the distinct requirements of the learner; 2) ESP employs the foundational methodologies and activities pertinent to the disciplines it supports; and 3) ESP focuses on the language (grammar, lexis), skills, and discourse relevant to these activities.

English, being a fundamental topic in every academic curriculum, requires greater emphasis due to its global demand in the contemporary employment market^[7]. Speaking is the capacity to engage in dialogue in a particular language. Furthermore, the skill of oration is deemed 'the paramount significance'^[2]. The most gratifying component of language acquisition^[14]. Speaking is considered an essential language ability, as the primary goal of language is to facilitate communication with others^[15]. Learning to speak a language necessitates the precise application of grammar, pronunciation, and vocabulary by learners. Furthermore, it entails acquiring knowledge regarding the timing and manner of communication^[16]. In the material development process, needs analysis

is employed to ascertain the target materials or languages utilized in the teaching-learning process and to build an effective curriculum. When the learners' demands are met, they will be content with the generated material. This aligns with the principle that following a response to a stimulus or circumstance, the result may be the attainment of goals and subsequent satisfaction^[17]. The concept of need analysis is the first procedure to create and develop English for Specific Purpose (ESP) content^[18, 19]. Material comprises textbooks, workbooks, handouts, as well as videos, CDs, and DVDs. The material encompasses newspapers, food packaging, photos, live presentations by invited native speakers, and other resources intentionally utilized to enhance learners' understanding and/or experience of the language^[20]. Students acquiring English as a second or foreign language frequently encounter diverse obstacles in regard to oral communication. Some common problems are pronunciation challenges, lack of confidence, fear and anxiety, and limited exposure to authentic material, etc. The research targets, the 4th year students majoring in English, also have faced the problems mentioned above, so they need to improve their speaking skills with self-confidence.

English for Specific Purposes (ESP) is essential in providing students with the communication skills required for success in particular domains, such as tourism. At Buriram Rajabhat University, situated in a province renowned for its abundant cultural and historical tourism attractions, the enhancement of students' English speaking skills is of paramount importance. Tourism in Buriram has experienced substantial growth in recent years, particularly due to prominent attractions like as Phanom Rung Historical Park, Prasat Muang Tam, and Khao Kradong Volcano Forest Park, etc. Consequently, there is a growing demand for specialists capable of communicating proficiently with international tourists. The ability to communicate effectively in English is essential in the tourism sector, especially in a globally networked environment where English serves as a global language^[21]. Buriram Province, renowned for its diverse historical and cultural tourist attractions, has experienced substantial growth in its tourism sector. As the province evolves into a tourism center, Buriram Rajabhat University has a distinctive chance to foster local development by providing its students with vital English-speaking competencies specific to the tourism sector. This study seeks to analyze the needs of English

for Specific Purposes (ESP) in tertiary students' speaking material, to create ESP material tailored to these needs, to compare their speaking proficiency before and after utilizing the material, and to assess their satisfaction with the ESP material developed by the researchers.

Numerous students at Buriram Rajabhat University encounter difficulties in communicating effectively in practical tourism scenarios, despite taking general English courses. English for Specific Purposes (ESP) is acknowledged as an efficient methodology as it caters to learners' particular linguistic requirements pertinent to their academic discipline or prospective profession^[22]. This research is significant for its potential to improve students' employability in both local and worldwide tourism markets by equipping them with practical English-speaking abilities. It also fosters the sustainable development of Buriram's tourist sector by equipping future professionals with the ability to converse effectively with international visitors. This study not only fills a gap in the literature on English for Specific Purposes (ESP) inside Thai institutions but also offers practical insights for curriculum developers, educators, and policymakers seeking to improve language training for the tourism industry and other sectors.

2. Research Objectives

The following are the objectives of this study:

- (1) To investigate the needs analysis of English for Specific Purposes (ESP) in tertiary students' speaking material;
- (2) To develop the ESP material based on their needs;
- (3) To compare their speaking ability before and after using the material;
- (4) To investigate their satisfaction with usage of the ESP material developed by the researchers.

3. Methodology

3.1. Population and Sample

The population consisted of the 4th year students majoring in English within the English Program at the Faculty of Humanities and Social Sciences, Buriram Rajabhat University. The sample comprised 29 students selected from the first cohort using a purposive sampling technique.

3.2. Instruments

The research tools included a focus group discussion, produced ESP material, a pre-test and post-test, and a satisfaction survey. The methodology for performing needs analysis is wholly dependent on the learners. They participate in interviews, observations, discussions, assessments, and questionnaires^[1].

A focus group conversation is divided into four segments:

Section 1: General information of participants

Section 2: Questions regarding the needs of English for Specific Purposes (ESP) in students' speaking material

Section 3: Discussion topics regarding the necessity for the ESP content to facilitate their speaking skills

Section 4: Additional recommendations

A pre-test and a post-test for evaluating students' speaking abilities were modified from Luoma's^[23] publication "Assessing Speaking," and the following are the English speaking assessment rubrics:

Scores of 9–10: Very good

Scores of 7–8: Good

Scores of 5–6: Satisfactory

Scores of 1–4: Improvement needed

Moreover, the pre/post tests are in line with the following rubrics descriptions:

Pronunciation

3: Pronounce words/sentences correctly, and communicate clearly

2: Pronounce some words/sentences incorrectly, but still able to communicate

1: The voice emphasizes many incorrect words/sentences

Topic Presentation

3: Present the story in an interesting way, and follow the story every step of the way

2: Present the story by skipping some steps, but the story can be followed up at all times

1: The story is presented incoherently and uninterestingly

Fluency

2: Speak continuously without interruption

1: Speak in words and pause without continuity

Language Interaction

2: Show gestures, emotions, and facial expressions or language interaction appropriate to the topic spoken

1: Show gestures or language interactions that are not natural and appropriate to the subject being spoken

Regarding the evaluation assignment for the pre-/post-tests, the students were organized into five groups of 5–6 individuals, where they enacted the roles of tour guides and tourists visiting the six attractions at the BRU campus. One group assumed the role of guides, while the remaining groups acted as tourists. Each student had prepared the role they would portray for the roleplay. Subsequently, each group was allotted 30 minutes for collaborative practice before commencing their performances. On the evaluation date, the participants of each group were randomly chosen by the researchers and assessors. The evaluation criteria, along with the comprehensive descriptors of the aforementioned rubric, encompassed pronunciation, topic presentation, fluency, and linguistic engagement.

3.3. Steps of Instruments Development

The following are the steps in the development of research instruments: drafting the initial version, evaluating it through a focus group discussion with three experts, revising based on their recommendations, piloting with a non-sample group of 30 participants, and implementing the finalized instruments with the sample population. Three experts evaluated the research tools using the Index of Item-Objective Congruence (IOC) to assess the validity of the content and objectives of the instruments. The IOC for the research instruments ranged from 0.68 to 1.00. The initial examination of this subject achieved a Cronbach's Alpha coefficient of 0.85. This is regarded as outstanding regarding internal consistency among components. The research instruments demonstrated a significant degree of reliability^[24].

3.4. Data Analysis

Data analysis constitutes a methodical pursuit of significance. Analysis entails structuring data to enable researchers to discern patterns, find themes, uncover links, formulate explanations, render interpretations, conduct critiques, or construct theories^[25]. Data analysis consists of three concurrent activities: data reduction, data visualization, and conclusion formulation/validation. Data reduction pertains

to the selection, concentration, simplification, abstraction, and transformation of information present in documented field notes or transcriptions. A display was a structured, concise compilation of information that facilitates inference and action. The analytical process involved forming conclusions and verifying findings^[26]. The statistics used for analyzing the quantitative data were percentage, mean, and standard deviation while content analysis was made for analyzing the qualitative data.

The researchers analyzed the study data through the subsequent steps:

1. Analyze quantitative data through descriptive statistics, employing distribution tables illustrated as means and standard deviations.

2. The listening skill test results of the sample group before and after using the ESP material were analyzed using the Effectiveness Index (E.I.). This Effectiveness Index (E.I.) was used to show the numerical value of the progress in developing the listening skill of the sample group by comparing the increase in scores from the pre-test scores before using the ESP material with the scores obtained from the post-test after using the ESP material.

3. Perform a content analysis of qualitative data obtained from the focus group discussion.

4. To evaluate the data obtained from satisfaction assessment, the analysis juxtaposes the mean with the evaluation criteria set out by Srisa-at^[27] as follows:

4.51–5.00: The most satisfied.

3.51–4.50: Very satisfied.

2.51–3.50: Moderately satisfied.

1.51–2.50: Slightly satisfied.

1.00–1.50: The least satisfied.

4. Results

The research results were presented in line with the following research objectives:

Objective 1: To investigate needs analysis of English for Specific Purposes (ESP) in tertiary students' speaking material

The results indicated that most of the participants needed English for Specific Purposes (ESP) to improve their speaking skills. ESP is utilized to address unique needs, focusing on language suitable for activities including grammar,

lexis, pronunciation, and genres.

According to the data gathered from the focus group discussion concerning the requirements for English for Specific Purposes (ESP) in students' speaking material, participants indicated a necessity for the inclusion of information pertinent to the BRU campus tour, as they aimed to effectively communicate this valuable information to the foreign visitors who frequent BRU annually. Regarding the essential topics for the ESP content to enhance their speaking skills, the majority concurred that the following six topics should be incorporated into the ESP speaking material: *Buddha Statue, Library Multi-Purpose Sport Facility, Lower Northeastern Cultural Center, Phanompiman Hotel, and International Hostel*. Furthermore, they requested that the researchers compose situational dialogues relevant to the six topics in the speaking material and create an ESP tour booklet called "BRU Campus Tour"^[28] to guide foreign visitors on a tour of the BRU campus.

Objective 2: To develop the ESP material based on their needs

The following are the steps of developing the ESP material:

Step 1: The study team examined and integrated all data, utilizing it as a framework for devising the ESP material for promoting speaking skills of the students.

Step 2: The developed instructional material was submitted to three experts for evaluation of content appropriateness, linguistic accuracy, and content validity. The Item–Objective Congruence (IOC) index was subsequently computed, yielding an IOC score ranging from 0.70 to 1.00.

Step 3: Convened a material criticism meeting with three specialists: an English expert, a tourism expert, and a foreign national. The experts utilized a 5-point Likert scale for the assessment of the ESP material^[29] as follows:

4.51–5.00 means the highest level of opinion.

3.51–4.50 means a high level of opinion.

2.51–3.50 means a moderate level of opinion.

1.51–2.50 means a low level of opinion.

1.00–1.50 means the lowest level of opinion.

The results were found that the experts assessed the ESP material for promoting speaking skills of the students as the most effective (4.70).

Step 4: The material was evaluated and tested on a population analogous to the sample group to ascertain their

dependability, resulting in a reliability coefficient of 0.80.

Step 5: The results from Step 4 were analyzed, and subsequently applied with the target group.

Regarding their needs for topics/contents in the instructional material developed in line with the BRU campus tour, they wanted six out of 10 topics as the following:

Buddha Statue, Library, Multi-Purpose Sport Facility, Lower Northeastern Cultural Center, Phanompiman Hotel, and International Hostel.

Furthermore, they provided some supplementary recommendations as follows:

1. They requested that the researchers produce succinct conversations relevant to the topics and content of the ESP material.

2. The study team was requested to gather vocabulary pertaining to the six tourism attractions at the BRU campus.

3. They requested the researchers to create an E-booklet on English conversations to enable reading and practicing English at any location and time.

4. They sought to engage both Thai and native speakers to conduct training for tour guides at the BRU campus.

The following are some situational dialogues, accompanied by pictures of the attractions, pertain to the six topics outlined in the speaking material developed by the researchers:

Buddha Statue (Figure 1)



Figure 1. Phra BuddhaSapphanyu Sukhato (The university's Buddha statue situated on the campus).

Source: Nuemaihom^[28].

Tour guide: We will begin our campus tour here. We will pay homage to the university Buddha statue.

Tourist: What is this statue called?

Tour guide: Phra Buddha Sapphanyu Sukhato. It is a very long name.

Tourist: What does it mean?

Tour guide: Phra Buddha is used to call the Lord Buddha.

Sapphanyu means the omniscient, and Sukhato means

the well-farer. Moreover, this name was kindly bestowed by the late Buddhist Supreme Patriarch.

Tourist: Wow! That's very interesting. When was this statue built?

Tour guide: It was built in 2006.

Tourist: How high is it?

Tour guide: It's about 2.50 meters high.

Tourist: What is it made of?

Tour guide: The statue is made of bronze.

Library (Figure 2)

Tour guide: The university library is located in this building.

Tourist: How many books are there approximately?

Tour guide: There are about one hundred twenty thousand books, consisting of around seventy-eight thousand Thai books and about thirty-three thousand English books.

Tourist: Wow! There are a lot of books. Are there any journals?

Tour guide: Yes, there are about three hundred journals in Thai and English.

Tourist: Are there any computers or devices utilized for data retrieval and information access?

Tour guide: Yes, there are about 30 computers and one On-line Public Access Catalog or OPAC) for information retrieval.

Tourist: What are the library's official opening hours?

Tour guide: It operates from 8:30 am. until 4:30 pm. daily.

Tourist: Are non-members permitted to access the library and borrow books?

Tour guide: Yes, they are permitted to borrow three books for a duration of seven days.

Tourist: That's very good.



Figure 2. BRU library.

Source: Nuemaihom^[9, 28].

Multi-Purpose Sport Facility (Figure 3)

- Tour guide: The BRU sports field is located over there.
- Tourist: Astonishing! It's very big. Do you know how big it is?
- Tour guide: It's 90 meters wide and 120 meters long. This is identical to the conventional national sports stadium.
- Tourist: What sporting events are occurring at this sports field?
- Tour guide: The facility is utilized for many sporting activities, including football, running, and other athletic events.
- Tourist: Is it used for other activities as well?
- Tour guide: Yes, the sports field is also used for a significant event, the Royal Seal Process ceremony of His Majesty King Bhumibol Adulyadej. This ceremony is a testament to the profound respect that is held for our esteemed late King Rama IX, who generously bestowed the royal seal upon all Rajabhat Universities, including Buriram Rajabhat University.



Figure 3. Multi-purpose sport facility.

Source: Nuemaihom [9, 28].

Lower Northeastern Cultural Center (Figure 4)

- Tour guide: Good morning, ladies and gentlemen, my name is I am delighted to serve as your tour guide today. Welcome to the Lower Northeastern Cultural Center in Buriram Province. The center comprises two levels.
- We will commence on the first floor. Kindly accompany me. The model before you illustrates the geography of Buriram. All 23 districts of Buriram and six dormant volcanoes will be seen.
- Tourist: Can you tell me the name of these volcanoes?
- Tour guide: Yes. They are Phanom Rung volcano, Khao Phra Angkaan volcano, Pribud volcano, Khao Kok volcano, Khao Dum or Loob volcano, and Khao Kradong volcano. Please take a look at the models

here.

- Tourist: Which one is the latest volcano?
- Tour guide: Khao Kradong volcano is the most recent, around 900,000 years old. This model displays Buriram's neighboring areas. We can examine the northern region. This side connects with Khon Kaen and Mahasarakham provinces. To the south, we border Sakeaw province and Cambodia. To the east, we border Surin province. To the west, we are adjacent to Nakorn Ratchasima province.
- Visitor: From Buriram, I can conveniently travel to Cambodia. Is that correct?
- Tour guide: Indeed, madam. The journey from Buriram to the Cambodian border requires about two hours by car. Shall we proceed to the next location?
- Tourist: Yes, let's go to the subsequent sport.



Figure 4. Lower northeastern cultural center.

Source: Nuemaihom [9, 28].

Phanompiman Hotel (see Figure 5)

- Tourist: Is this the university hotel?
- Tour guide: Yes. It is the hotel owned by our university. There are two hotels on the campus. These two hotels share the same name, that is, Phanompiman hotel.
- Tourist: How many rooms are there in the old hotel?
- Tour guide: The original building contains 40 rooms, while the new building comprises 77 rooms.
- Tourist: How much per night?
- Tour guide: 550 baht at the old hotel, and 850 baht at the new one. Moreover, there are three deluxe suites in the new hotel which cost 1,400 baht a night.
- Tourist: Does this include breakfast?
- Tour guide: Yes, it includes breakfast, offered from 7 am. to 10 am.
- Tourist: Would you give me the telephone number,

please?

Tour guide: Yes, it is 044-621205.



Figure 5. Phanompiman Hotel.

Source: Nuemaihom^[9, 28].

International Hostel (see Figure 6)

Tour guide: This building is called Rajaphruek 2, and it also serves as an international hostel.

Tourist: What is the number of international students residing here?

Tour guide: There are about 15 students from Cambodia, and Lao PDR. These students have received royal scholarship kindly bestowed by Her Royal Highness Sirindhorn. A portion of them used their personal finances to enroll in a short course.

Tourist: Are there any students from other countries?

Tour guide: Yes, we have students from Vietnam, China, and Indonesia. All of these students come to study short courses of Thai language and culture, and to do an internship at our university from 15 days to 1 month. They are from the universities that have signed the MoU with our university, for example, Hue University of Foreign Languages, Vietnam, Shangrao Normal University, China, and Universitas Warmadewa, Indonesia.

Tourist: Do they have to pay rent?

Tour guide: Yes, but it's much cheaper than a hotel or an

apartment outside the campus.

Tourist: I see.



Figure 6. International Hostel.

Source: Nuemaihom^[9, 28].

Objective 3: To compare their speaking ability before and after using the material

Prior to utilizing the ESP material, the researchers assessed the English speaking proficiency of the sample students. The assessment of the students' speaking skills was adapted from the book entitled "Assessing Speaking" of Luoma^[23].

The researchers subsequently conducted a 10-hour training session on instructing students to visit the six tourism destinations at Buriram Rajabhat University. Subsequent to the training, the researchers assessed the English language proficiency of the sample groups utilizing the ESP material created for guided tours of the specified attractions. Three Thai and international experts were invited to evaluate the students' speaking abilities based on the following criteria: pronunciation, topic presentation, fluency, and language interaction. The results of the comparison of the students' speaking skills were shown in **Table 1** as follows:

Table 1. Effectiveness index of speaking skill ability of students after using the ESP material.

Number of Students (N)	Full Scores	Sum of Scores		Effectiveness Index (E.I.)
		Before Using the ESP Material	After Using the ESP Material	
29	10	145	261	0.4202

Table 1 reveals that the efficacy of the students' speaking proficiency following the utilization of the ESP material was measured at 0.4202, signifying that the sample group has advanced in enhancing their speaking skills, reflecting an average score rise of 42.02 percent. This indicates that the post-test score was considerably higher than the pretest score at a significance level of 0.01.

Objective 4: To investigate their satisfaction with usage of the ESP material developed by the researchers.

The results were found that having used the material based on the students' needs, it was found that their overall satisfaction with the ESP material developed was at the highest ($\bar{X} = 4.92$) level as shown in **Table 2**:

Table 2 indicates that the sample's satisfaction with the ESP material created by the researchers is at the greatest level overall, with an average score of 4.92.

5. Discussion

The study findings were analyzed in accordance with the objectives as follows: The results indicated that most of the participants needed the ESP material with an emphasis on speaking skills with the topics relevant to the campus tour at Buriram Rajabhat University, so the researchers analyzed their needs, and developed the ESP material in line with their needs, covering six topics pertinent of the BRU campus tours i.e., *Buddha Statue, Library, Multi-Purpose Sport Facility, Lower Northeastern Cultural Center, Phanompiman Hotel, and International Hostel*.

All of these six topics were addressed in the booklet "BRU Campus Tour," which was created by the researchers^[9, 28]. The primary role of requirements analysis is to furnish essential data that assists educators in making informed decisions regarding material production. The outcome of needs analysis aids educators in evaluating students' target and learning needs. An analysis of needs is essential for English for Specific Purposes (ESP) to determine the relevant resources or language utilized in the teaching-learning process and to develop a successful curriculum. It is essential for gathering insider perspectives on the ESP context, and the primary objective of the ESP course is to address the specific requirements of the learners^[3, 7-9]. Need analysis is crucial in the development of instructional materials for English for Specific Purposes tailored to a particular group of

learners^[10]. ESP material provides as valuable resources for language acquisition, learning assistance, and reference purposes. Furthermore, they are both inspiring and interesting for learners, with certain resources adapted to meet learners' needs. It is assumed that all basic and additional materials will be crucial for attaining the course objectives^[12, 13].

The speaking proficiency of the research sample was markedly enhanced following the utilization of the ESP material during the BRU campus trip. Furthermore, their satisfaction with the generated ESP material was at the highest level. This signified that the researchers created the ESP material customized to the needs of the sample group. The needs analysis is an essential step in data collecting, analysis, and material development. This constitutes the preliminary phase in the creation of manuals, courses, and diverse media^[30]. In the material development process, needs analysis is employed to ascertain the target materials or languages utilized in the teaching-learning process and to build an effective curriculum. Need analysis is the initial step in the creation and development of English for Specific Purposes (ESP) material^[18, 19]. Material consists of resources deliberately employed to improve learners' comprehension of the language^[20]. The sample group in Prasat Phanom Rung, Chaloem Phrakiat District, Buriram Province, exhibited a significant degree of satisfaction with the English communication innovation for tourism professionals, with an average score of 4.49^[31]. When the learners' requirements are satisfied, they will be pleased with the produced content. This aligns with the principle that a reaction to a stimulus or circumstance can result in goal attainment and ensuing satisfaction^[17].

6. Conclusions

This study aims to evaluate the needs of English for Specific Purposes (ESP) in the speaking materials of tertiary students, to develop ESP materials customized to these requirements, to compare their speaking proficiency before and after the implementation of the materials, and to assess their satisfaction with the ESP material created by the researchers. The research findings indicated a requirement for ESP materials focused on speaking abilities, specifically pertaining to topics pertinent to the campus tour at Buriram Rajabhat University. The ESP material created for the BRU

Table 2. Analysis of data on satisfaction from using the developed ESP material.

Items	Number of Students	Evaluation Level	\bar{X}	S.D.
1. The ESP material is well organized and appropriately presented.	29	Highest	5.00	0.00
2. The ESP material is of appropriate difficulty level for the students' knowledge and ability level.	29	Highest	4.75	0.50
3. The ESP material is of suitable length.	29	Highest	4.75	0.50
4. The ESP material is diverse and covers the desired topics.	29	Highest	5.00	0.00
5. The ESP material can be used to enhance English speaking skills.	29	Highest	5.00	0.00
6. The ESP material is applicable in everyday life.	29	Highest	5.00	0.00
Total		Highest	4.92	0.17

campus tour encompassed six topics: *Buddha Statue, Library, Multi-Purpose Sports Facility, Lower Northeastern Cultural Center, Phanompiman Hotel, and International Hostel*. Their speaking proficiency markedly enhanced following the utilization of the ESP material for the BRU campus visit. Furthermore, their satisfaction with the generated ESP material was at the highest level. This research is noteworthy for its potential to enhance the employability of tertiary students in both local and global tourism markets by providing them with practical English-speaking skills. By providing future professionals with the capacity to communicate effectively with international visitors, it also promotes the sustainable development of Buriram's tourist sector. As a result, this investigation not only addresses a deficiency in the existing literature on English for Specific Purposes (ESP) within Thai institutions but also provides practical insights for curriculum developers, educators, and policymakers who are interested in enhancing language training for the tourism industry and other sectors.

In terms of the recommendations, it was suggested that these research findings be utilized in English classes, specifically to enhance speaking skills, by employing locally generated materials tailored to students' needs. In order to acquire comprehensive data, future research should incorporate both quantitative and qualitative methodologies, or blended methods.

Author Contributions

Conceptualization, N.C.; methodology, N.C.; software, T.P.; validation, T.P.; formal analysis, T.P.; investigation, T.P.;

resources, T.P.; data curation, T.P.; writing—original draft preparation, N.C.; writing—review and editing, A.N.; visualization, A.N.; supervision, A.N.; project administration, R.M.S. All authors have read and agreed to the published version of the manuscript.

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Conflict of Interest

The authors declare that there is no conflict of interest in this work.

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