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Integrated Needs Analysis of English Courses for Pre-Service Primary School Teachers

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ABSTRACT

This study investigated the integrated needs of pre-service primary school teachers in a Primary Teacher Education program for English courses. It focused on three interrelated domains: linguistic needs, academic study-skill needs, and character-related needs. A convergent mixed-methods needs analysis was conducted, collecting questionnaire data from 207 students, open-interview data from 5 lecturers, classroom observation data, and relevant course documents. Quantitative data were analyzed using frequencies, percentages, means, and category-based interpretation, while qualitative data were examined thematically to clarify students' needs and the learning context. The findings show that students strongly recognized the importance of English for academic study, future employment, access to learning resources, and global and cultural understanding. However, their English proficiency remained uneven, particularly in speaking, writing, listening, vocabulary, and grammar. Limited vocabulary and weak command of grammar were identified as major barriers to expressing ideas accurately and confidently. The findings also reveal strong needs for independent learning, small-group work, digital learning, regular feedback, project-based tasks, and individualized support. In addition, students expected English courses to integrate character values, especially responsibility, honesty, discipline, collaboration, empathy, and creativity. The study concludes that English courses for pre-service primary school teachers should be redesigned through an integrated curriculum framework that combines language development, academic learning strategies, digital and collaborative tasks, formative assessment, and character education.

Originality – This study positions narrative credibility as an interpretive link between perceived stability and trust and identifies the limits of converting broad institutional trust into tax-specific compliance orientation.
KEYWORDS: Citizen trust in governmentGovernment narrative credibilityPerceived political stability