# THE IMPORTANCE OF NEEDS ANALYSIS IN TEACHING AND ENHANCING ENGLISH LANGUAGE PROFICIENCY AMONG UZBEK EFL LEARNERS

## Abdulkhay Akhadalievich Kosimov*

*Teacher,
Fergana State University,
UZBEKISTAN
Email id: a.qosimov@pf.fdu.uz

## ABSTRACT

*As we know, teachers should consider learners' needs and wants before creating a course syllabus and curriculum whether it is English or any subject. Needs analysis is the best tool to find learners' wants, needs, and gaps. It is the key to collecting valuable information about our learners. The main goal of this research is to find my learners' explicit needs and enhance their level of proficiency in English. As EFL teachers, we should consider students' linguistic capacity their academic needs. Furthermore, I provided participants' language backgrounds and preferences to build successful research. I utilized different questionnaires to gather reliable information.*

**KEYWORDS:** *Needs Assessment, Linguistic Capacity, Curriculum.*

## INTRODUCTION

A simple way to know more about the needs of your students is to conduct a needs assessment. English teacher may find it fruitful to design a needs analysis questionnaire, before preparing Curriculum or teaching program. It helps EFL teachers to know more about their students and their learners' particular needs. Iwai et al. (1999) conceptualize the term needs assessment as the activities which help to involve collecting information that serves to develop a curriculum which meets the needs of learners. To analyze the needs of learners, Morrison, Ross and Kemp (2004) suggest that EFL teacher should conduct a formal needs analysis for three primary reasons:

- To specify the needs of learners that relevant to a particular task.

- To accurate the goals of EFL classroom.

- To plan the priorities in selection of instruction.

- To provide baseline data to evaluate effectiveness of instruction

According to, Nunan (1988) lists that NA should contain three following elements: an analysis of the student's language, learner's information and beliefs about the process of learning. Brindley (1989) conceptualized the term as "the gap between what the learners' actual needs are and what should be taught to them". Formal needs assessment is related to the field of language teaching. On the other hand, EFL teachers conduct informal needs assessment to analyze what language skills their learners needed to master.

## PURPOSE

The purpose of this needs assessment is to analyze Presidential school in Tashkent learners' needs in the language learning process as well as, learner's key requirements, their learning styles,

interests and find the areas in which they are lacking skills to create a good quality Curriculum and objectives of lesson that are inclusive and equitable, relevant to holistic development. This school has more facilities and advanced technology than other schools. It has also different criteria for recruiting English teachers. EFL teachers should make learning relevant and interesting to their learners.

## PARTICIPANTS: CLASS PROFILE

It is a general English class with 10 students (sex ratio:1 female and 9 male). They are all almost the same age about 14-15 years old, their native language is Uzbek. They are 7-form students, with different skills. Most of their English knowledge is intermediate level, only two pupils are pre-intermediate level, self-motivated, interested in learning new languages. They have four English classes in a week. It is a mandatory subject in school, even so, some of them learn English out of the class, by attending extra courses. They try to improve their integrated skills through listening to BBC news, watching English movies and clips, or reading English books. I chose Sayfullah to analyze his interests, learning style, and strategy. He is 14 years old. He is one of the best learners in the classroom. He is a boy who is diligent and hard-working.

## RESEARCH TOOL: NEEDS ANALYSIS QUESTIONNAIRE

I used questionnaires to analyze learners' needs, which were taken from the internet source ISLcollective.com. The students' structured questionnaire includes different sections. Background information

1)   Students' attitude towards L2 learning;

2)   Students' L2 needs.

3)   Learners' learning styles, strategies, and future goals.

Before starting the needs analysis, I explained to learners' the purpose of it. This needs analysis survey aims to explore the needs of learners to know how to adapt students' learning styles to the school language teaching system. The main objective of the first section of the data collection is to explore students' background knowledge and their potential in language learning. They will provide information about themselves as well as determine their level of knowledge in English language. This section helps to identify learners' attitudes to language learning, analyze their strong and weak skills in English. Knowing these factors is very important while designing the lesson's Curriculum.

The main objective of the second section is to analyze learners' language needs in English. They will rank language skills according to their importance. Which skill do they think is important to improve and how to develop it? It includes four main integrated skills containing various exercises and explanations.

Section III analyzes learners' various styles and strategies that they use during the process of language learning. This section focuses on exploring different preferences and strategies that students use in language learning in the classroom. This questionnaire helps teachers to identify learners' real needs in the EFL classroom. It includes interesting questions with different subtopics.

## RESULTS

This section shows the results of the research. The results analyzed by the three stages: Classroom observation, questionnaire, and structured interview identified that speaking skill is the most important skills for these learners. It is not difficult to find from the following diagram that students prefer speaking skills rather than other skills. They set the development of speaking skills as a priority for themselves. They are trying to improve their speaking through a variety of
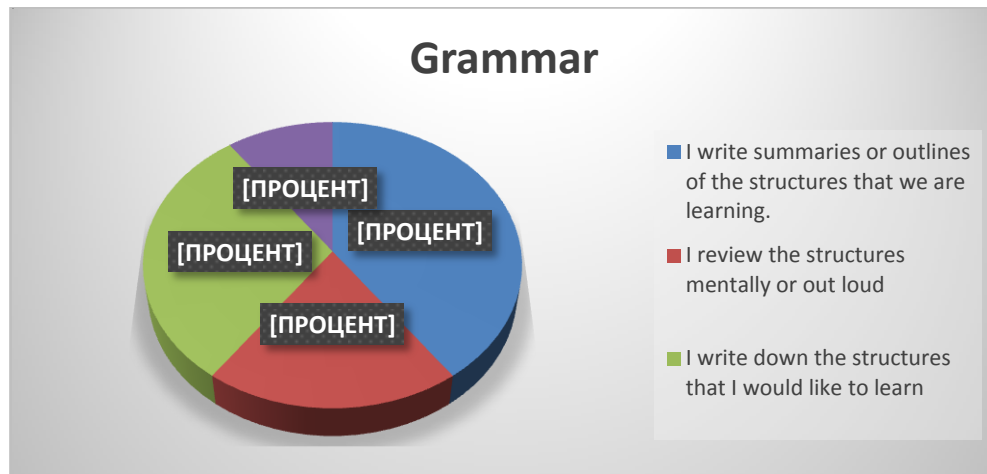
practical exercises. These findings contradict that of Basturkmen's (1998) research where he suggested that writing was not very essential for ESP learners. The questionnaire data indicated that learners perceived listening as the second important skill as mentioned in the findings.
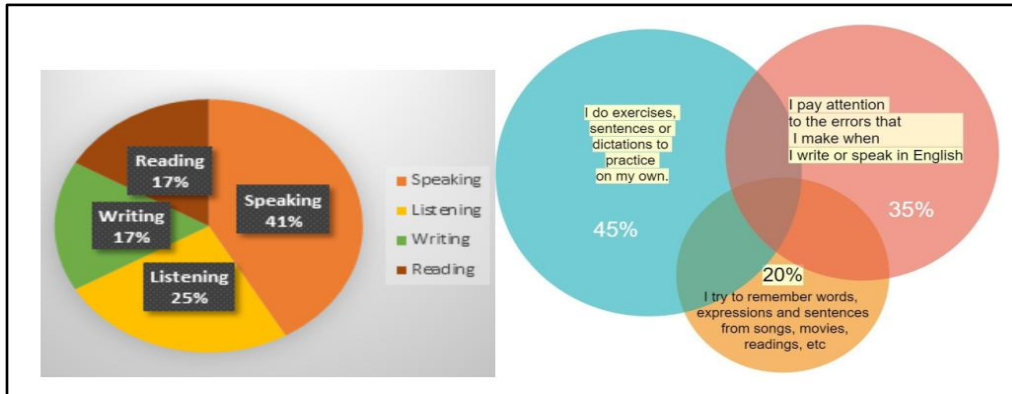


As we can see from the table, speaking skills are chosen by students as the most necessary skill in the English language. Listening was chosen as the second skill, but reading and writing were ranked the same respectively. It is clear from the following results that the learners tend to improve the skills on which much emphasis is given in the EFL classroom.
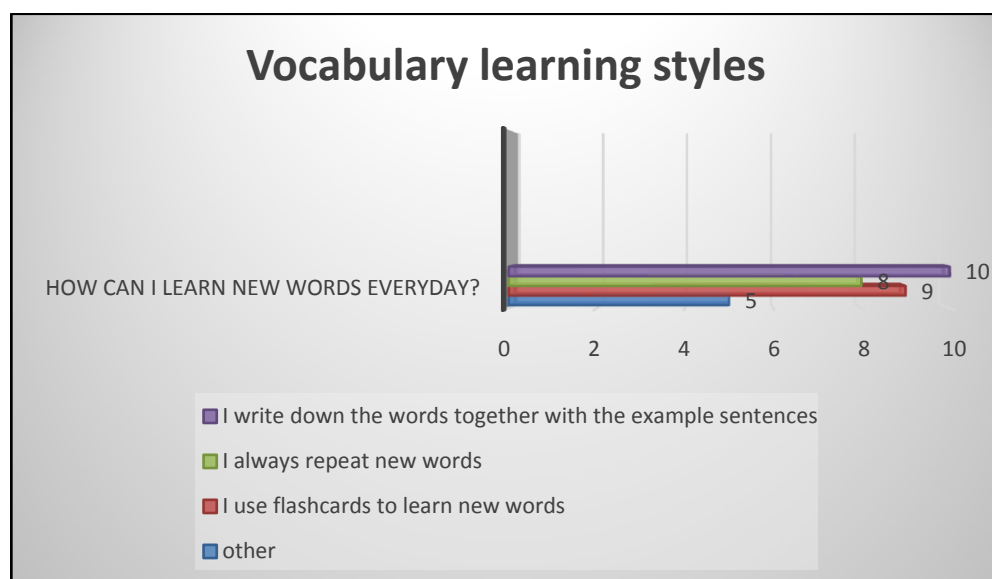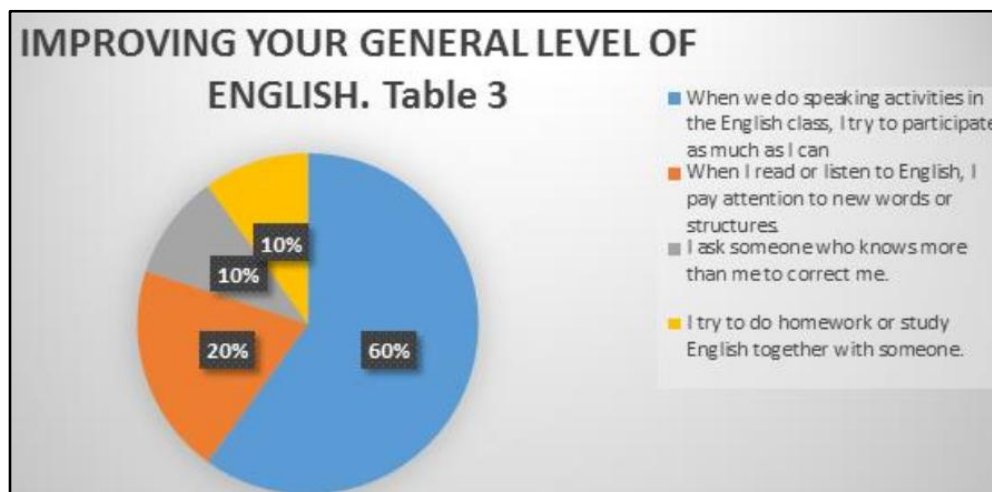
It is essential to highlight that most learners improve and study grammar through using their writing skills. 40% of learners learn grammar by writing summaries or outlines of the structures during the lesson. EFL teachers should know that analysis is a significant feature of the teaching process, and they should understand how to integrate it into the language teaching process. Increasing learners' vocabulary is one of the most substantial tasks of EFL learners. Teachers should understand the needs, interests, styles of learners and provide helpful feedback to their students.



**Grammar**

- I write summaries or outlines of the structures that we are learning.
- I review the structures mentally or out loud
- I write down the structures that I would like to learn

## CONCLUSION

The concept of Needs assessment includes learners' professional and personal information, their interests, and lacks of language learning. It refers to the procedures for gathering and evaluating information relevant to lesson design. Results showed that the learners have problems comprehending lessons in English in the classroom. They have issues with their speaking skill in the classroom. I think conducting inappropriate methods during the lessons is one of the main reasons for their lack of knowledge of the language.

Utilizing appropriate approaches and techniques during the lesson helps to identify what skills should students improve. Needs assessment is a crucial tool in the process of syllabus or course design. Johns (1991) conceptualized the term needs analysis as the first step in syllabus design, and it analyzes the needs of learners during their learning process in the classroom. It should determine the target needs and learning needs of learners. As English teachers, we should think about our learners and ask them questions to create a convivial atmosphere in the classroom.

## REFERENCES

1. DUDLEY-EVANS, T. & ST. JOHN, M. J. (1998) – Developments in English for Specific Purposes: A multidisciplinary approach

2. Hutchinson, T. & Waters, A. (1987). English for specific purposes.

3. Munby, J. (1978). Communicative syllabus design.

4. Mansurjonova, G. (2020). The Main Notions Of Linguoculturology. *Интернаука*, (27), 85-86.

5. Merriam, S.B. 1998. Qualitative research and case study applications in education.

6. RICHARDS, J.C. and RODGERS, T.S. (1986) - Approaches and Methods in Language Learning.

7. Richterich, R. & Chancerel, J. L. (1980). Identifying the needs of adults learning a foreign language.

8. Umarova, X. (2020, December). A Work Of Art In Oktam Usmanov's Novel" Girdob" Expression Of Language Features. In *Конференции*.

9. Umaralieva, M. M. (2014). The Importance Of Communicative Language Teaching And Learning. In *Профессиональное Лингвообразование* (pp. 433-436).

**Appendix A. Consent form.**

### Consent to Participate in a Classroom Study

My name is Abdulkhay Qosimov. I am a teacher of English at Fergana State University. The students in this class have been asked to collect oral and/or written data from second language learners, in order to better understand the second language acquisition process. You are invited to participate in this study.

As part of this process, you may be recorded in an interview or asked for a written/oral language sample. Each recording will last approximately 10-20 minutes. It is possible that you might sometimes be asked to share your personal view on various subjects and/or personal information. You may choose to answer or not to answer the questions you will be asked. You may also be requested to complete a questionnaire and samples of your work. All audio recordings and writing samples will be transcribed using pseudonyms, so that no personally identifying information is presented. Information collected during this project will be used only for the purposes of the research. All recordings, writing samples, and notes will be kept in a safe and secure place.

No compensation will be made to individuals participating in this study. You are free to (a) discontinue participation in the study at any time, (b) require that the test be interrupted at any time, and (c) request that your sample be destroyed and excluded from the study. If you have any questions please ask. You can reach me at +998950251212 or a.qosimov@pf.fdu.uz

Your signature indicates that you have read and that you understand the information provided above and that you have decided to participate. You may withdraw at any time after signing this form. You will be given a copy of this form to keep.

_____                    _____
Signature of Participant    (or guardian)

_____                    _____
Signature of Researcher                                                          Date

*Modified form – Source: University of Illinois, Course: Second Language Acquisition (EIL 589)*

## Appendix B. Questionnaires

### QUESTIONNAIRE ABOUT THE LEARNING OF ENGLISH

With this questionnaire we would like to know what you do on your own initiative when you use or learn English (at home or in class). There are no true or false answers so it is important that your answers are about what you think. Your answers will be treated confidentially.

**The questionnaire has several sections and a number of items. For each item, choose the option that best represents what you do according to this scale**

Mark **one** option only in the **answer sheet**.

### IMPROVING YOUR GENERAL LEVEL OF ENGLISH
*In order to improve your level of English, how often do you do any of the following?*

I try to understand songs in English.
I review what we have done in class or I test myself on my own.
When I read or listen to English, I pay attention to new words or structures.
I ask someone who knows more than me to correct me.
When I see short texts in English, I try to figure out what they mean.
On my own initiative, I seek occasions to use English outside class (talking to people, using Internet, writing letters to foreign friends, etc.).
I try to do homework or study English together with someone.
When I write or speak in English, I use words and structures that we have recently learnt.
I read aloud to improve my pronunciation.
When we do speaking activities in the English class, I try to participate as much as I can.
When I hear someone speak in English, I make an effort to see what I can understand.
On my own initiative, I look up dictionaries and textbooks to learn new words and sentences.

### IMPROVING YOUR GENERAL LEVEL OF ENGLISH.

I pay attention to the errors that I make when I write or speak in English.
I do exercises, sentences or dictations to practice on my own.
I do other more creative things to practice English.
I try to remember words, expressions and sentences from songs, movies, readings, etc.

### VOCABULARY LEARNING
*When you want to learn or remember the vocabulary that has been taught in class, how often do you do any of the following on your own initiative?*

At home I make lists of words and I study them.
I write down the word as it sounds or make some sort of annotation to remember its pronunciation.
On my own initiative I write the translation next to the word I would like to learn.
I relate the English word with other words that are written or sound in a similar way.
I write down the word together with an example sentence.
I create my own dictionary.
I relate the word in English with an image, a drawing or a scheme.
I repeat the words out loud several times.

## STUDYING GRAMMAR
*When you go over the grammar that you have studied in class, how often do you do any of the following?*

I write summaries or outlines of the structures that we are learning.
I review the structures mentally or out loud.
When the structures are similar to Catalan or Spanish, I translate them to learn them.
I write down the structures that I would like to learn.
I memorize example sentences in order to remember some grammar points.

## READING IN ENGLISH
*What do you usually do on your own initiative when you read a text in English?*

Before I start reading, I look at what the text is about.
While I read a text, I translate it mentally.
I try hard to understand the text word by word.
I relate what I know about the topic with what the text is about.

*And when you are reading and come up with something that you do not understand, what do you do?*

I try to guess by drawing relationships with Uzbek, Russian or other words in English.
I look up the words of almost all new words in the dictionary.
I pay attention to the words that appear next to what I do not understand in a text.
I try to understand the structure of the sentence.
I ignore it and continue reading.
I ask someone the meaning of what I do not understand.
I pay attention to the key words or the words that I already know.
I use my intuition.
I analyze the word segments (prefixes and suffixes) of what I do not understand in order to find out the meaning (example: police-man).

## WRITING IN ENGLISH
*When you write compositions or other texts in English, what do you usually do on your own initiative?*

Before I start writing, I first think about what I want to say.
First I write the text in Catalan and then I translate it.
I pay attention to the grammar when I write.
I write new sentences based on structures or set phrases that I have memorized.
I look up the textbook and use sentences that are similar to the ones there.
I only use easy words and structures, which I know for sure that are correct.
I reread what I have written before I go on writing.
I review what I have written carefully.

*And while writing, if you want to use words, expressions or grammatical forms that you do not know or do not remember at that moment, what do you do?*

I use my intuition.
I make up a word that looks English.
I ask someone how to say in English what I do not know.
I apply some rule that I know.
I use some book or the class notebook.

## SPEAKING IN ENGLISH (outside class)

*When you speak English with foreigners, what do you usually do to speak and communicate with them?*

Before speaking, I think what I want to say in my mother tongue and then I translate it.
Before speaking, I think what I am going to say in English.
I listen with attention.
I pay attention to intonation.
I try to translate what is being said to me at the very moment.
When I talk, I use English words that I have heard in songs or in class.
I speak slowly to be better understood.
When I speak, I pay attention to the grammar I use.

*And if you have problems when talking to foreigners to understand them or express yourself?*

I pay more attention to the gestures used by the person who is speaking.
I try to deduce what is being said from the context.
I ask the person who is speaking to repeat or explain to me.
I pretend I understand.
I ask the other person to speak more slowly.
I try to guess what is being said to me from the key words.
If I get stuck, I say the sentence in another way.
I say it in Uzbek or Russian.
I make it up.

Thanks a lot for your cooperation