

## IDENTIFYING STUDENTS' NEEDS IN ESL CONTEXT

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### ABSTRACT

Main consideration of the course design is identifying needs of intermediate learners' and deal with its analysis. It is specified that, in the area of ESL context appropriate and precise source of aspects on their communication which is modelled a teacher-student interaction is highly approved. ESL course focused on exploring the needs and analysis as well, providing with its findings on this report.

**Keywords:** ESL context, cardinal components, data collection, learning style, auditory learner, learners' proficiency, outcomes, learner attitudes, micro skills, pre-task, authentic sources.

### INTRODUCTION

Needs analysis is considered as one of the cardinal components in the developing any curriculum of the course. Needs analysis guarantees that the course consists of appropriate and comprehensible materials which give its harvest at the end of the course effectively and sufficiently. Needs assessment requires different activities consisting of collected data in order to set out effective syllabus, which leads to the favorable outcomes. In more specific words, needs analysis is specified by Prat (1980, p.79) as "an array of procedures for determining and validating the needs and establishing priorities among them". This needs analysis is concerned with establishing needs of a certain individual and find a correct answer to the following questions in order to schematize all her components of needs correctly. 1. Who is your target group? 2. What sort of data will be collected in data collection? 3. Which part of the analysis will perform? Moreover, how could philosophy and key points relate?

### Learner Profile

The current needs assessment, the content is "Get" educational center and the subject is female aged 18, she has already finished secondary and she is a university

applicant now. However, she is not quite sure what her goal is or her future profession. Therefore, I prefer to ascertain her needs with the assistance of further analysis. The reason for choosing this learner as representative of the group was I have been teaching her for fourteen months, she is so responsible for doing the assignments and I knew her attitudes towards learning English language. The prime goal of the learner was to pass internal exam of USWLU and expected to be C1 until graduating.

### **LITERATURE REVIEW AND METHODOLOGY**

While analyzing the class and observing the student's abilities, my choice was to utilize eclectic approaches and source of data. Monitoring the representative, I prefer to use methodological triangulation (Denzin, 1973, p.301) which involves questionnaire, essay and testing for gathering data and outcomes of the data in order to identify the needs.

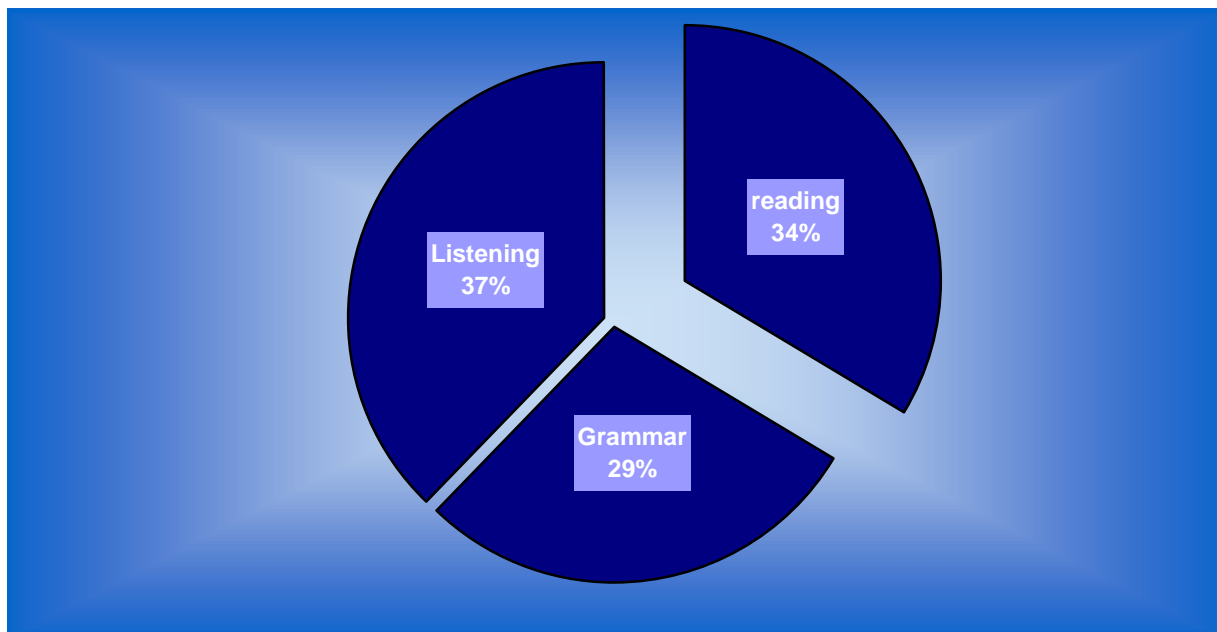
I gave her a lot of question for collecting information as a pre- task. In order to get all the needs in detail, I used different questions related to her goals, intentions, future prospects about this subject, how long she has been acquiring, also general issues with four skills. What type of learner she is and whether she prefers individual learning or group learning. According to the Ellis (2008), the professor of North Carolina, "in SLA have orientated correlation among second language and learning styles for accomplishment". Actually, she is tactile learner, auditory sometimes in sub-style at the same time. Interestingly, she wanted to know how ready she is for passing the university, which she intended. After knowing the outcomes of the questionnaire survey, she plans to figure out whether to take CEFR B1 or (CEFR will be B2, IELTS 5.5 at minimum or other world standard test the same level with the previous one under project especially for the first major English applicants).

### **RESULTS**

In her oral questionnaire she reported, she has been learning English two year and six months. She is learning within mini group, using authentic sources and is really satisfied working with them. Luckily, other learners also have the same needs and they are learning speaking and listening enhancing comprehension. Furthermore, she added that she prefers working with tutoring is important for individual learner. For the next section, she deals with on level test for identifying her level on grammar, reading, writing speaking and working on downsides as well and main reasons

Ministry introducing that CEFR test. These tests illustrated and focused on to develop competence to communicate English (Ashton, Salamoura and Diaz 2012, Khalifa and Docherty 2016). In this point, the pie chart designed to identify the learner interests and level toward those aspects, which is more dominant and for which aspects to work after the analysis.

**Figure 1. Learner's attitudes to acquire the productive skills of language proficiency**



The given chart depicts three language skills of the learners' proficiency. As it can be seen listening section is the highest (37%) while reading and writing have slight difference respectively (34% and 29%). The result the learner has more dominant her listening, that means the auditory elements much higher.

This evaluation and assessment criteria can assist to improve the concrete syllabus for the learner productively. This is so vital to observe and check her mistakes and deal with those weakness points.

Another way, the problem in the **grammar** with complex tense parts and other parts must be exposed. Even though her level might be well aimed on vocabulary, in her speaking and writing section she displayed the words accurately, succinct way. Moreover, some some peculiarities were used so appropriate way and smoothly connected with grammatical and meaning sides. Using different collocations still stay, more complex in both writing for the learner, which is, illustrated the sentences more natural.

The **reading** task is about completing the task on time, which is essential on internal exam and comprehension of the text more clearly, plus to require logical

thinking. As Tangriyev (2021), said learners encounter more unfamiliar words while reading, because written texts are more diverse and richer in variety in comparison to the context of oral speech.

The writing test was more straightforward and the letter was invitation card. For this task, she gave her clear structure with conjunction words and supporting details using all her micro skills regarding vocabulary and grammar.

For the **listening** section, I analyzed her comprehension of the idea. In addition, I gave her some educational videos (lower Level), small documentary films with subtitles appropriate to her level. Watching English cinemas could boost her listening competence and enlarge her vocabulary base as well.

In addition, showing those programs were very fruitful to widen the horizons with understanding another culture, and comparing the local one urge to think deeply using critical thinking. However, she has some issues with listening strategies, which is not so complex with understanding main points not to search exact answer among context, but these aspects demand huge amount of time and it based on prolonged experience. Nevertheless, she really desires to avoid hesitation and other disturbed feelings while answering the questions or asking something related to the topic.

Analyzing the data, we could see the results show some difficulties with grammar points and mostly misunderstanding with conditionals and clauses. For this point, she has to start to learn upper level grammar rules. When it comes to the vocabulary, she does not have academic field vocabulary, here based on general English, she will need intensive course to boost her vocabulary to reach higher level, and more academic specified with IELTS and CEFR. In the writing section, the letter was covered on surface with several grammar mistakes and some disruption in cohesion/coherence and did not reach the word limit; instead of 200, she wrote no more than 150.

For writing and listening needs to practice every day including task-based learning. The most important thing is I obtained information about academic goals, student-learning styles; developing finding needs and this is the initiating point of curriculum.

### Questionnaire

Please read the questions and find the appropriate options or fill in the spaces in the questions

Name \_\_\_\_\_

Gender \_\_\_\_\_

1. What is your goal from learning English?

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2. What is your plan from learning English (Internal exam of University to take?)
3. Which skills that you are not satisfied most?
4. Are you using the language in practice?
5. Which aspects are more difficult? Why?
  - a. Speaking
  - b. Reading
  - c. Writing
  - d. Listening
6. What kind of learning do you prefer?
  - a. Visual
  - b. Tactile
  - c. Auditory
7. Which language skills do you think is more needed in your preparation?
  - a. Good conversation skills
  - b. Writing essay
  - c. Listening
8. What kind of collaboration would you like to attain in this course?
  - a. Pair work
  - b. Group work
  - c. Individual work
9. How often are you supposed to use following skills at your study?  
Choose an option for each skill: very often, sometimes, and occasionally
  - A. Speaking
  - B. Reading
  - C. Writing
  - D. Listening
10. How would you prefer to be assessed?
  - a. Oral feedback
  - b. Written feedback
  - c. With rubrics
  - d. Alternative assessment (portfolio, journals)

## DISCUSSION

The main aim to learn the language in certain sections is to enhance their speaking skills for basic communication with foreign patients and some academic proficiency in conferences abroad. Moreover, they want to improve their vocabulary and understanding the context skills in reading so they can handle with different reading materials related to the sphere.

All things to be taught are based on the needs analysis. At the end of the course, they are expected to:

1. communicate with customers well
2. make not long speech in conferences
3. read different materials with ease

## CONCLUSION

Having analyzed this small scale of research, it is obvious that the learner and her group mates are highly skilled at productive skills especially speaking and mostly student is auditory. However, she is struggling with reading task and the teacher do not neglect reading part and encourage students to read books by implementing various reading activities. If I were a teacher, I would draw students' attention through a plethora of reading classroom activities which engage all students into activities and its results would be explained thoroughly in terms of personal growth such as expanding one's outlook with alongside other skills and I would also implement ant-oppressive education into classroom. A designer should pay a closer attention on topics, materials and activities which enhance for skills in forming curriculum or syllabus.

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