



## A LEARNER NEEDS ANALYSIS REPORT

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### ABSTRACT

*Needs analysis aims to present learners' wants, needs and lacks prior to organizing a course. It is an undeniable fact that needs analysis is one of the fundamental rudiments in establishing a curriculum of the course. Nation and Macalister (2010) stated that needs analysis illustrates the student's already obtained knowledge and what should be taught. The purpose of conducting needs analysis is to identify a learner's needs evidently and design an appropriate lesson plan accordingly.*

**KEY WORDS:** *needs analysis, objectives, questionnaire, law, CEFR, TBT, authentic materials.*

### INTRODUCTION

It is an undeniable fact that needs analysis is one of the fundamental rudiments in establishing a curriculum of the course. Nation and Macalister (2010) stated that needs analysis illustrates the student's already obtained knowledge and what should be taught. The purpose of conducting needs analysis is to identify a learner's needs evidently and design an appropriate lesson plan accordingly.

For this needs analysis we worked with a student of Tashkent State Institute of Oriental Studies. We observed the class sessions of year one students for my group project with my group members and chose one student who is extremely interested in learning the English language. In this particular institution, students learn the English as a second foreign language for the reason that their major is learning oriental languages. According to the curriculum, all modules are taught in target language and they are concentrated on process-based teaching. Learners use "Straightforward" book as their main book and other various helpful materials. Students should obtain B2 level in the Common European Framework (CEFR) in the course of four academic years. There are 20 students in the group and the class duration is one hour and 20 minutes. Their proficiency level of language differs from Beginner to

Intermediate. In addition, the lessons are planned effectively and the atmosphere of the classroom is very welcoming. This analysis carried out to ascertain the learning objectives, strategies, and personal qualities of the target student.

### Participant's Profile

The student we observed for my survey is 19 years old girl from Russian family and her name is Sara (the name is altered due to privacy issues). She is a foundation year student at the Institute of Oriental Studies. Sara is studying in the faculty of Korean studies and very interested in learning foreign languages. She has been studying the English for three years and knows the language at an Intermediate level. Her speaking skills are more superior in comparison with her other groupmates. She describes herself as very sociable, easy-going, attentive, punctual, and hard-working student. She submits all the course assignments on time and passes the exams with high scores. However, the most challenging aspect of learning the English language for her is academic writing. She always faces difficulties in putting her ideas into the correct structure and expressing them in accurate written form. She has much more inaccuracies in her writing in contrast with her speaking;



nevertheless, she is trying to improve her writing skills by practicing academic writing more.

### **METHODOLOGY**

There are various approaches used to collect the data when conducting a needs analysis. Richards (2001) states that gathering the data from only one source can be imperfect, therefore he counselled to adapt a triangle approach for collecting more accurate and detailed information required for conducting a research. Taking into consideration the advantages and disadvantages of different methodologies in collecting the data, we found the following tools effectual for my investigation:

○ Interview- we realized that conducting an interview is suitable for identifying the student's personal information, interests, challenges, and learning styles. Furthermore, it helped me to determine the next implements used in my scrutiny.

○ Questionnaire- In the next step we prepared different questions related to the learner's level of knowledge, challenges, attitudes, and needs in acquiring the language. Moreover, the questionnaire assisted me to point out the student's estimations about the course and whether her expectations are met in the class. The questions were given to the participant of my research at the end of the class session in a written form.

○ Writing sample- the third instrument of my analysis was sample of learner's writing. In view of the fact that writing is more difficult for the participant of my research, she was given an assignment to write an essay about her favorite season. Using this tool helped me to analyze the writing style and asses the needs of the student.

○ Testing- the last stage of the scrutiny was the placement test. We carried out this test in order to identify the level of knowledge of four skills.

The student agreed to participate in my investigation voluntarily and we worked with her for a month. As we mentioned earlier she is very sociable and outgoing girl and therefore it was not problematic for me to obtain a consent form. She signed the consent form on her own free will.

### **Findings**

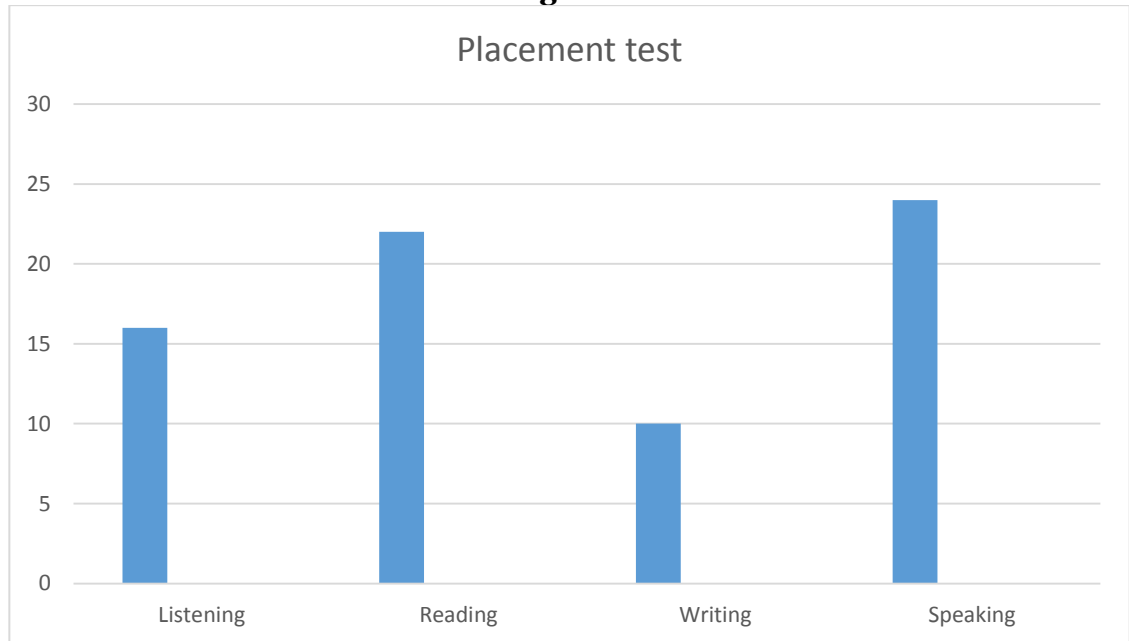
After collecting all the required information, we focused on identifying their significances. Firstly, we took an interview from the student in order to be acquainted with her closer and analyze her needs. The interview included six questions. According to Sara's answer, she is mostly a visual learner as she enjoys watching movies in English and simultaneously

learning the language. However, she also explained herself as partially an aural learner, because it is easier for her to learn new input by discussing it with her friends. She is more active in performing the presentations and group discussions. Speaking is her much loved skill and she likes activities related to speaking more compared to other skill activities. Additionally, she wants to be a professional international reporter in the future and for this reason, she is studying English and Korean languages and she is planning to study for a master's degree in a foreign country. In terms of her personal characteristics, she described herself as extremely attentive, punctual, outgoing, and self-confident person.

It was obvious from the questionnaire that she attempts to achieve the highest grades in all tasks. Moreover, she stated that writing is challenging for her and due to this reason she practices it regularly. Besides, she also found listening problematic for her, as she allocates a huge portion of her time on the listening tasks and rated its difficulty level at 4 out of 5. With regard to the level of satisfaction with the class sessions and teaching materials, she is content and found them valuable. Furthermore, her expectations from the course are the followings: to improve writing skills, expand academic vocabulary, and have more group activities.

Concerning the writing sample of the learner, it can be noticed that she has apparent problems with sentence structure, linking and misspelled words, grammar, and the accuracy of statements. Additionally, the ignorance of the basic rules and lack of knowledge of academic writing can be noticed from the sample. However, she has very logical and interesting ideas expressed in her essay.

According to the results of the placement test, the learner got 72 scores out of 100 overall, which means that she has very well knowledge of English. In figure 1, we can see that her reading skills occurred to be good enough as she answered 11 out of 13 questions correctly and got 22 scores. Her results from speaking were high since she got 24 out of 25. As regards her listening skills, she made more errors and answered correctly to nine questions out of 15. The score for listening was 16. For the writing section, the participant got 10 marks.

**Figure-1**

## CONCLUSION

Taking all above mentioned information into consideration, it can be established that the findings of this small-scale research play an essential role in addressing the student's complications in learning the language. Having analyzed the results of the scrutiny, it is apparent that the participant and the other students of the group are highly interested in learning the languages. Certainly, during the small period of conducting particular investigation we learnt about the mistakes in teaching the language that should be avoided. Moreover, after analyzing the results of the questionnaire we realized that it is essential to motivate students to study and that they are enthusiastic to have interactive classes by using authentic materials. If we were a teacher, we would work on my learner's difficulties by designing more student-centered classes, improving the classroom

facilities, and addressing these problems correctly. Additionally, according to the student's answers to the given questions, particular consideration ought to be given to writing and listening lessons.

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