

## THE ROLE OF NEED ANALYSIS IN THE DEVELOPMENT OF SYLLABUS FOR THE ESL LEARNERS

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## INGLIZ TILINI IKKINCHI TIL SIFATIDA O'RGANAYOTGAN TALABALAR UCHUN O'QUV DASTURLARINI ISHLAB CHIQUISHDA EHTIYOJLAR TAHLILINING O'RNI

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## МЕСТО АНАЛИЗА ПОТРЕБНОСТЕЙ В РАЗРАБОТКЕ УЧЕБНЫХ ПРОГРАММ

## ДЛЯ СТУДЕНТОВ, ИЗУЧАЮЩИХ АНГЛИЙСКИЙ КАК ВТОРОЙ ЯЗЫК

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**Abstract.** The main aim of the given research is to identify the needs of students who are learning English as a foreign language. Need analysis is a substantial tool for researching the prior experience of students in terms of language learning. Besides that, it is a great tool for creating syllabus, lessons, and materials, and thereby students' profiles about their needs in a study can be a key for the amelioration of their language skills. Need analysis is an essential instrument and initial stage of syllabus design. Identification of their preferences in language learning as well as their purposes in language learning will be predominant in the research. There were utilized both qualitative and quantitative methods of research. This research attempts to present the analysis and the results of the data collected via using methods of classroom observation, personal interview with each of the students, self-assessment test and also questionnaire for identifying students' learning styles. Above mentioned methods were used with the aim of clarifying students' needs and expectation from language learning process.

**Keywords:** need analysis; questionnaire; interview; observation.

**Annotatsiya.** Ushbu tadqiqotning asosiy maqsadi ingliz tilini xorijiy til sifatida o'rganayotgan talabalarning ehtiyojlarini aniqlashdir. Ehtiyoj tahlili talabalarning til o'rganish bo'yicha oldingi tajribasini o'rganish uchun muhim vositadir. Bundan tashqari, bu o'quv rejalari, darslar va materiallarni yaratish uchun ajoyib vosita bo'lib, shu bilan o'quvchilarning o'quv ehtiyojlari haqidagi profillari ularning til ko'nikmalarini yaxshilash uchun kalit bo'lishi mumkin. Ehtiyoj tahlili o'quv dasturini loyihalashning

muhim vositasi va dastlabki bosqichidir. Tadqiqotda ularning til o'rganishdagi afzalliklarini va til o'rganishdagi maqsadlarini aniqlash ustunlik qiladi. Tadqiqotning sifatli va miqdoriy usullaridan foydalanildi. Ushbu tadqiqot sinflarni kuzatish usullari, talabalarning har biri bilan shaxsiy suhbat, o'z-o'zini baholash testi va talabalarning o'quv uslublarini aniqlash uchun so'rovnomalar yordamida to'plangan ma'lumotlarning tahlili va natijalarini taqdim etishga harakat qiladi. Yuqorida aytib o'tilgan usullar talabalarning ehtiyojlarini va til o'rganish jarayonidan kutishlarini aniqlash maqsadida ishlatilgan.

**Kalit so'zlar:** ehtiyoj tahlili; anketa; intervyu; kuzatish.

**Аннотация.** Основной целью данного исследования является выявление потребностей студентов, изучающих английский как второй иностранный язык. Анализ потребностей является важным инструментом для изучения предыдущего опыта студентов в плане изучения языка. Кроме того, это отличный инструмент для создания учебных планов, уроков и материалов, и, таким образом, профили учащихся об их потребностях в учебе могут стать ключом к улучшению их языковых навыков. Анализ потребностей является важным инструментом и начальной стадией разработки учебной программы. Выявление их предпочтений в изучении языка, а также их целей в изучении языка будет преобладающим в исследовании. Были использованы как качественные, так и количественные методы исследования. В этом исследовании предпринята попытка представить анализ и результаты данных, собранных с использованием методов наблюдения в классе, личного интервью с каждым из студентов, теста для самооценки, а также вопросника для определения стилей обучения студентов. Вышеупомянутые методы были использованы с целью прояснения потребностей и ожиданий студентов от процесса изучения языка.

**Ключевые слова:** анализ потребностей; анкета; интервью; наблюдение.

**Introduction.** Needs analysis is an inseparable part of English language teaching and learning process, whether it be English for Specific Purposes or just General English in the academic field. In addition, this is a must-have part of designing a syllabus for schools or any other educational institutions. Cunningham (5) pointed out that need analysis aid educators to organize all subjective and objective data in order to strengthen the syllabus to epitomize the students language objectives in different educational settings. If we define the term needs analysis it basically refers to the process where all the necessary information is gained via using various methods, namely, classroom observation, interview, questionnaire, self-assessment tests, language proficiency tests, samples of students' previous performances. Obviously, the methods in language teaching have been changed and are still in the process of changing tremendously, this might be the result of informal needs assessment, because teachers have not only observed the classroom, but also, they have identified the problems and tried to replace the methods which did not work into the ones which did, thus they have gradually increased the quality of lessons, introducing new methods and strategies to the class.

Rodriguez (9) indicated on the fact that the students' needs and capabilities can be evaluated by the teachers and thereby, this process is a fundamental for the comprehension of learners' skills. From the field of language teaching the focus of this paper will be on needs analysis of the lyceum students. The conductors of the current research have thoroughly elaborated the tasks and equally distributed them among the group members.

### **Literature review**

Productivity undeniably concerns with whether teaching process meets the needs of learners or not. Having been based on the philosophy of Stufflebeam, McCormick, Brinkerhoff, and Nelson (10) "Needs-based philosophy" has come into appearance as a vocational program by Brindley (3). "Needs" has been defined differently in various domains as Brindley (3) noted that needs can be linguistic deficiency, the gap between what the learners are capable now and what are expected to be able to, lacks, wishes, demands, expectations, requirements and so on. Needs analysis has been considered to be tremendously pre-requisite which ensures teaching procedures to be tightly tailored in accordance with what the learners really want or possess. Admittedly, the investigations have identified so far that students may not be aware of their latent needs that will be of paramount importance in their future, thus they may lie still as unforeseen or neglected. In addition, prior to the particular subject, students are not well aware what to expect in advance and define their needs according to their blurred assumptions. Therefore, needs analysis can be conducted prior to, during, or after the peculiar subject. Furthermore, some subjects can be unquestionably indispensable thereby, they have already taken its place in the syllabus such as English class in EFL context. However, the students can be reluctant to grasp those compulsory ones.

Since "needs analysis" has proved to be of crucial importance in a teaching methodology, a raft of needs analysis schemes has come into play. Chen, et al. (6) noted that one of the main feature of needs analysis is to examine the learners' perception and estimate them on language acquisition and application in various contexts in different situations. Brindley (3) pointed out that one of the fundamental principles underlying learner-centered systems of language learning is that teaching/learning programs should be responsive to learners' needs.

Johnson (8) noted that need analysis can aid to create a pertinent syllabus for learners. Therefore, needs analysis can be regarded as a pivotal role in identifying what exactly they desire and achieve. Thus, it may be in varied forms ranging from word document, discussion, newsletter to meetings. The more teachers are, the more ways of teaching approaches, designs, techniques can be. Albassri (1) emphasized on the fact that teachers evaluate learners' needs based on their understanding via the formal or informal evaluations. Formal reviews enable teachers to size up the students' level and understand their performances through tests and quizzes. Consequently, informal

assessments are used to guide instruction the teacher deals more with observing the learner if he /she struggles in the class. The teacher can sort the most relevant framework out according to the needs, workplaces or studying areas of participants.

### **Personal profile**

For my report, I have chosen a group of second course students who study at Karakul Academic Lyceum. The group consist of 18 students and all of them have the same age and nationality as well. The students have two English classes per week.

### **Methods**

Firstly, we decided to make interview question and conduct them with participants of research. The interview (Appendix 1) was taken from participant so as to be aware of their level of communicative competence in English. Chan (6) emphasized that practice of communication can demonstrate learners' skills of receiving, understanding and analyzing information. Therefore, interviews were useful instruments to check learners' communicative abilities. The answers of our interviews were recorded. We prepared eleven questions that includes themes such as what way of learning is favorable for them, challenges in the period of studying English and many others.

Secondly, questionnaire (Appendix 2) part included conducting needs analysis questionnaire with students with the aim of identifying their learning goals, how and where, in what contexts they use English most (Part A), what kinds of activities they were involved while acquiring the language and were they successful or failure (Part B). Furthermore, the questionnaire also helped us to find some answers to the questions, such as, what are the students' expectations from the teachers, how would they want their English classes to be (Part C) and one more part we added to the questionnaire is the question, how do the students feel about English language in general (Part D).

Thirdly, we created self-report (Appendix 3). Self-report is largely concerned with analyzing the students' linguistic competence as well as their feelings and opinions towards the language. It comprises 8 questions covering four English linguistic skills: speaking, reading, listening and writing. The questions are based on the 6 criteria such as "Excellent" (high quality of understanding of the given statement) given in a blue color, "Good" (acceptable understanding of the given statement) in red, "Normal" (moderate understanding of the given statement) in yellow, "Bad" (low quality of understanding of the given statement) in green, "Barely can" (scarce understanding of the given statement) in violet, "Cannot" (no evidence of understanding of the given statement) in a light blue color. As we have analyzed three students, they should choose one of them according to their preferences and self- analysis. In addition, since the students proved to fail in fairly assessing their own capabilities, follow-up questions are also included in the self-report so as to check their personal assessment.

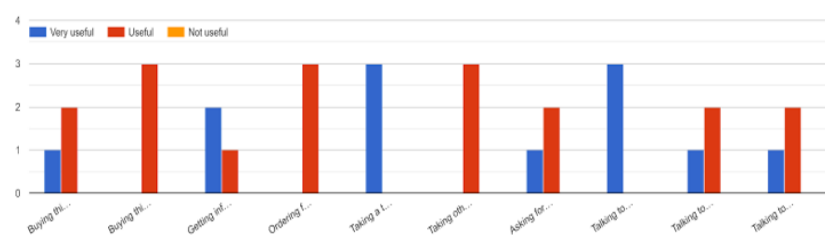
Finally, we decided in a favor of selecting self-assessment (Appendix 4) in order to check out the participants' writing skills. This kind of questionnaire gave me a good opportunity to analyze the authentic potential of learners writing. This self-assessment consists of 10 items with 4 ways of answering. Altogether, the items were pitched on upper- intermediate learners.

### Data analysis and results

Research participants were involved in the given report, who are second-year students studying at lyceum. All of them have an equal level of English. There was conducted a face-to-face interview with them and explained the aim of my interview that identify their weak areas and achievements as well to create their needs analyses (Appendix 1). In the course of the given interview, one of the main aim was to analyze the communicative skills of participants as well as their comprehension of reading, listening and speaking. Making up sentences and vocabulary levels of them meet the upper-intermediate level. However, they have some difficulties with listening and grammar rules that create obstacles while communicating and doing listening tasks. Having finished the interview, one thing was noticed that the participants' communication skill is well-developed that they can organize ideas related to the given question and answer without any hesitation since they have enough vocabulary. As for their weaknesses, they should work on their pronunciation, grammar, and listening abilities to achieve native-like proficiency.

As it is pointed out above the questionnaire has four sections and most of them are close ended questions, basically students have

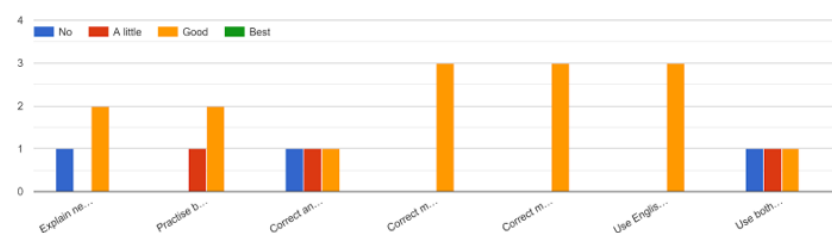
Part A In what situations is English (or would English be) useful for you? Please check the appropriate column.



to tick the options they feel good about (Appendix 2). The students have been involved in the questionnaire, as it comes out, among the results there is not a China Wall, and this might be because the students live in the same community. The questionnaire revealed that they find English most useful when buying things online, taking exams or talking to native speakers.

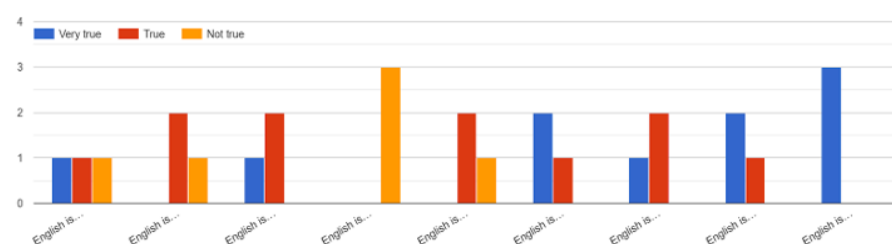
However, students have not marked any situation they thought English would be of no use. Another vivid example could be, the expectations of the students from their English language teachers, most of the students wanted their teacher correct them time by time and give them considerable feedback, while others considered the language of explanation to be only English, this way they think, they learn English faster and more effective.

Part C In a class or with a tutor, I would like my teacher to:



Another part of the questionnaire form contained questions about students' overall opinion about English as a language of millions. Thus, the following result has been gained: Surprisingly, none of the students assume the language to be challenging, rather they all think the language is fascinating and is very important in Uzbekistan. Besides the students agreed that intonation and rhythm are important components of English and this language is rich in

Part D What are your feelings about English as a language?



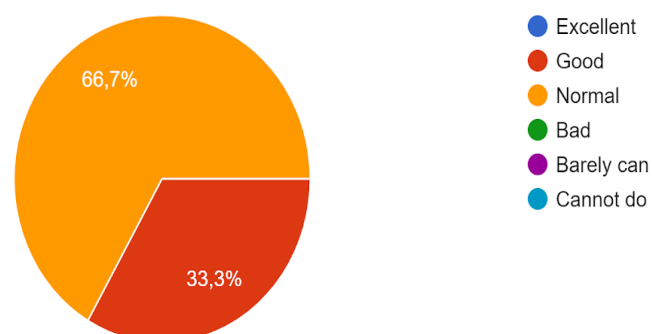
idioms.

In general, with the help of the questionnaire form, I have found out that the students are highly motivated and they are eager to learn the language, given the right atmosphere and opportunity.

The results of self-report (Appendix 3) demonstrated that participants have under evaluated their linguistic and communicative competences far enough than they are able to deal with all four skills in English. Moreover, they hold high regard in terms of learning the foreign language.

How well can you communicate in the English language?

3&nbsp;отвѣта



When they were questioned on their speaking skills, 33.3% of the students considered that they had acceptable comprehension of the statement about communication, though they could communicate and express their own opinions on any topic. 66.7% had moderate understanding of the statement and thereby, it proved that these participants found communication a bit challenging.

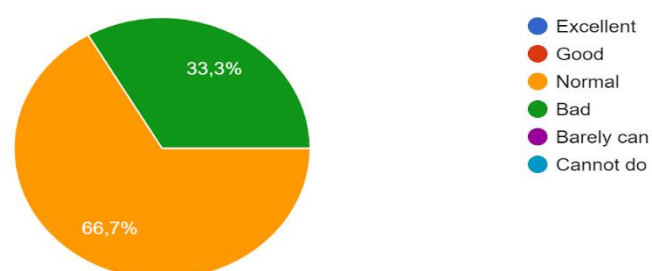
How well can you comprehend academic reading texts?

3&nbsp;отвѣта



Can you fully understand authentic listening materials?

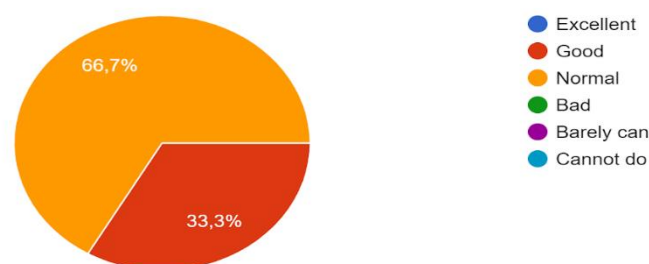
3&nbsp;отвѣта





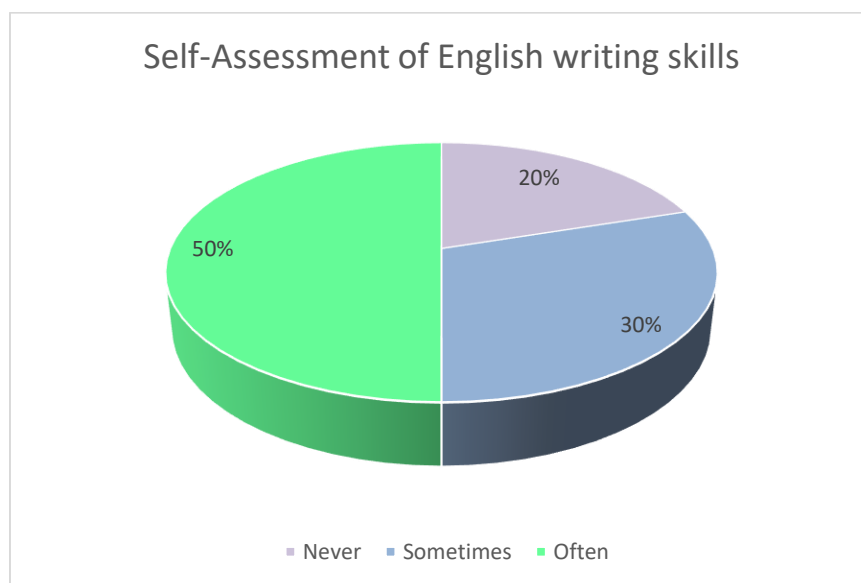
How much are you able to write different types of writing tasks?

3&nbsp;ответа



All students illustrated that they had moderate comprehension about statement related to reading. As the self-report showed that much needs to be done on the listening authentic materials. 33.3% of participants showed that they had low quality of understanding of the statement about listening. The same amount of participants had acceptable understanding of writing process in English. Of all skills, speaking was in a superior level, whereas writing is acceptable and mostly listening requires a great deal of hardworking. Reading skills proved to be of mediocre level, though need to be worked on.

The result of writing skills are given in the following bar chart:



For instance, 50% of participants had chosen the answer often for the first item whereas 30% students responded sometimes to the same item. It means that majority of students have adequate knowledge about writing paragraphs, collecting ideas for writing and choosing suitable vocabulary content for their works. On the other side, student 20% had selected never for most of items and it means that they have poor awareness about academic writing, making logical connection between ideas, inadequate knowledge about time-management during the writing process.



**Conclusion.** According to J. B. Brown (4) needs analysis is a procedure that helps educators to gather necessary data about students. Needs are precise tendencies that exist on minds and they are motivate to attain certain goals. The main purpose of the given work was to collect information about participants' needs in English and their attitude to English language. According to the outcome of our investigations we figured out the characteristics, concerns and potential constraints of the participants in English language. We analyzed their preferences as well as their priorities in learning foreign language. Our analysis had covered all aspects of English language. The results of our report depicted that student almost half of participants have sufficient background in terms of speaking English language. However, a great number of participants have some problems with listening authentic speech. Besides that, some students have serious problems with their writings. For the purpose of attaining the English language skill, a number of components are substantial to have for the students. According to above mentioned information we can make an inference that not all learners have the same abilities and need analysis is the most significant tool for clarify it. The matters being discussed in this report should be substantial information for the sake of students' language development in the future. Our need analysis will be a good instrument to make lesson plans and syllabus.

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*Appendix 1*

*Interview transcripts*

1. Interview with my participant Sardor. (I changed his name purposely with the pseudonym Sardor).

I: Good morning, Sardor. How are you?

P: Good morning. Thanks. I am fine.

I: How is your feeling before starting our interview?

P: Well, I am a bit excited, but it is a normal condition as usual.

I: Then, would you like to have a cup of water?

P: No, no, thanks. It is okay.

I: So, let's take your personal information for keeping data, okay?

P: Yeah, sure. My full name is Sardor Norboyev. I am 19, and I am a sophomore at Karakul Academic Lyceum.

I: You know that I need to design your needs analyses. Are you ready for that?

P: Yeah, I am ready.

I: What do you think are you a bilingual person?

P: I know three languages including Uzbek, English, and Russian. After acquiring the English language, I tried to master my Russian.

I: Then do you want to learn more languages?

P: Yeah, I want to work at the international military in the years to come.

I: In your future life, how can you imagine the importance of English?

P: In this day and age, all people try to become bilingual, and I think that the most benefit of the English language does not encounter social and practical problems now and then.

I: Okay, what do you think about the pros and cons of studying English?

P: In my opinion, an easy way to travel to foreign countries in the coming years we need to know the English language, because it may become the bridge between our and inhabitants' communications. And I cannot imagine the drawbacks of the English language.

I: Well, what parts of your English you want to enhance, mostly?

P: I think that I need to improve my listening skill, so nowadays, I hit the books to develop my weak part of the English language.

I: Okay, what parts of English are the most challenging and the easiest for you?

P: As I mentioned above, listening is very difficult for me, because during the listening practices we need to do two things: First, we listen and translate the conversation. Besides, we must understand the meaning of listening. When it comes to another part of my English, reading is a bit easier rather than other parts.

I: Okay, in your mind, what way of learning English is favorable?

P: Many scientists advise to learn the English language that earlier days of the lesson we need to memorize a myriad of academic vocabulary, because this way may become a key to improve our English skills.

I: So, in your previous English courses what were the advantages and disadvantages for you?

P: Now I take part in plenty of English courses, however, in my initial courses, I learned just grammar rules and vocabularies, but other parts of

English were not included, so I decided to leave those courses and take another course that involves all parts of English.

After these courses, I have learnt the English language easily for the sake of linguistic ability.

I: Okay, can study English grammar be helpful to understand English completely? What do you think?

P: I don't think so, because we cannot talk with others in the English language without the help of grammar rules, so learning only grammar is not helpful for learners.

I: Okay, have you ever tried to learn English independently, for instance, reading any kind of self-study books?

P: Yeah. Of course, out of my busy time, I try to do my best to improve my English language myself. One example is that I read books which are about famous persons' life, by doing this I improve my reading skill.

I: Okay, what is your opinion about English language TV and radio programs in your country as a way of learning languages?

P: In this modern world, we can learn English lessons without effort by TV or radio programs in my country which I was born and raised in there because these programs are well- organized by the government in my country.

I: Okay, thank you. Sardor.

P: Thank you.

## Appendix 2

### Need analysis questionnaire for English learners

#### Part A

In what situation is English useful for you? Please check the appropriate column.

	Statements	Very useful	Useful	Not useful
A1.	Buying things in stores and supermarkets.			
A2.	Buying things in the market place			
A3.	Getting information about services and goods I want to buy			
A4.	Ordering food in a Restaurant/canteen/cafeteria.			
A5.	Taking a taxi			
A6.	Taking other public transport			
A7.	Asking for directions			
A8.	Talking to colleagues at work			
A9.	Talking to office personnel at work			
A10.	Talking to neighbours.			

*Part B*

*Have you ever used the following activities in studying English? If you indicate yes, how useful were they?*

	Statements	Very useful	Useful	Not useful
B1.	Practicing dialogues from a book			
B2.	Practicing drills on tones, sounds, and grammatical patterns			
B3.	Free conversation with native speakers.			
B4.	Free conversation with other learners of English			
B5.	Memorizing bilingual vocabulary lists			
B6.	Studying books at home			
B7.	Studying the grammar			
B8.	Studying the sounds of English			
B9.	Studying the difference between English, Russian and Uzbek			
B10.	Doing pair-work activities			
B11.	Doing group-work activities			
B12.	Watching TV in English at home			
B13.	Trying to use English whenever I have the opportunity			
B14.	Doing translation exercises			
B15.	Speaking a good English without making mistakes in grammar or pronunciation			

*Part C*

*In class or with a tutor, I would like my teacher to:*

	Statements	No	A little	Good	Best
C1.	Explain new grammar points before practicing them				
C2.	Practice before explaining new grammar				
C3.	Correct any mistakes I made in front of others immediately				

C4.	Correct my mistakes of grammar				
C5.	Correct my mistakes of pronunciation				
C6.	Use English only				
C7.	Use both English, Uzbek and Russian				

Part D

What are your feelings about English as a language?

	Statements	Very true	True	Not true
D1.	English is a language with a rich vocabulary			
D2.	English is made up of many colloquial expressions			
D3.	English is made up of many idioms			
D4.	English is a very difficult language			
D5.	English is a language with a lot of grammar			
D6.	English is a language where pronunciation is very important			
D7.	English is a language where rhythm and intonation are important			
D8.	English is a very useful language in Uzbekistan			
D9.	English is a fascinating language			

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Appendix 3

Self-report

5 – Excellent  
4 – Good  
3 – Normal

2 – Bad  
1 – Barely can  
0 – Cannot do

Questions	5	4	3	2	1	0
How do you feel about learning the second language?						
How well can you communicate in English language?						
Can you describe and express your opinion whatever topic is about?						
How well can you comprehend reading texts?						
Can you translate complex texts into your native language without facing the difficulty?						
Can you understand English conversations in and out the classroom?						
Can you fully understand authentic listening materials?						
How much are you able to write different types of writing?						

**Appendix 4**

***Self-Assessment of English writing skills***  
***Circle your choice***

I can write a good academic paragraph	Never	Rarely	Often	Sometimes
I can logically organize my ideas when I write in English	Never	Rarely	Often	Sometimes
I can write using Academic write and tone	Never	Rarely	Often	Sometimes

I can use an appropriate vocabulary during my writing	Never	Rarely	Often	Sometimes
I can use a variety of sentence structures	Never	Rarely	Often	Sometimes
I can use appropriate spelling, capitalization, and punctuation	Never	Rarely	Often	Sometimes
I can effectively brainstorm my ideas before writing	Never	Rarely	Often	Sometimes
I can effectively write under time constraints	Never	Rarely	Often	Sometimes
I can use my own independent thinking in my writing	Never	Rarely	Often	Sometimes
I can revise my writing in order to improve it	Never	Rarely	Often	Sometimes

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