

## ОЦЕНКА НУЖД КАК СРЕДСТВО ОБУЧЕНИЯ АНГЛИЙСКОМУ ЯЗЫКУ

### МУКТАЖДЫКТЫ БААЛОО АНГЛИС ТИЛИН ОКУТУУ КАРАЖАТЫ КАТАРЫ

### NEEDS ASSESSMENT AS A TOOL TO TEACH ENGLISH

**Аннотация:** Данная статья посвящена вопросу оценки языковых нужд, а именно необходимости изучения иностранных языков (в данном случае английского языка). В этой статье объясняется, что, зная мотивы, побуждающие человека изучать английский язык, преподаватель сможет сделать учебный процесс более эффективным и целенаправленным. Целью данной статьи является показать оценку нужд студента, как инструмент, влияющий как на содержание курса обучения, так и на методику преподавания. Приводятся примеры проведения оценки языковых нужд (формальные и неформальные), с применением цифровых носителей (платформа Google Classroom) и без (наблюдение).

**Ключевые слова:** языковые нужды, оценка нужд, анализ нужд, цели изучения иностранных языков, наблюдение, языковые пробелы, обучение онлайн, конкурентный предел, рыночная конкуренция, методы оценки нужд.

**Аннотация:** Бул макалада тил керектөөлөргө баа берүү, атап айтканда, зарыл, чет тилдерди үйрөнүү үчүн (бул учурда англис тилин) арналган. Бул макалада англис тилин үйрөнүүгө, адам-ниеттерин билип, мугалим окутуу иши кыйла натыйжалуу жана багытталган чыгарууга жардам берет деп түшүндүрлөт. Ушул беренини максаты окуу мазмуну да таасир куралы катары студент муктаждыктарга баа берүү жана окутуу ыкмаларын көрсөтүлгөн. Муктаждыктарды баалоо тилинин мисалдар (расмий жана расмий эмес) санариптик медиа менен (Google Classroom) же ансыз (байкоо жүргүзүү).

**Түйүндүү сөздөр:** тил муктаждыктары, баалоо, талдоо, чет тилдерди окуу максаттары, көзөмөлдөө, тилдик кемчиликтер, онлайн окутуу, атаандаштык чеги, рыноктук атаандаштык, муктаждыктарын баалоо ыкмалары.

**Abstract:** The given article is devoted to the issue of needs assessment, particularly to the needs of learning foreign languages (in this article – learning English) This article explains that knowing students' language needs motivating them to study languages a teacher can design the learning process more effective and purposeful. the purpose of this article is to show needs assessment as a tool enhancing both the content of the learning course and methods of teaching as well. The article contains examples of conducting needs assessment (formal and informal), with digital technologies (Google Classroom platform) or without them (observation).

**Keywords:** language needs, needs assessment, needs analysis, purposes of learning languages, observation, language gaps, online training, competitive edge, marketable skills, methods of needs assessment.

#### The concept of language needs and needs assessment

Needs assessment is a method to prioritize areas to improve or to develop. Needs assessment is a universal method which can be used in different spheres of life and activities: technologies, economy, management, educa-

tion, health, sports, and even distributing family budget. In this article we consider needs assessment within the frames of teaching languages.

Conducting needs analysis is a simple process. But you might need some instructions before doing it and some questions should be considered to make the purpos-

es of needs analysis clearer and to get enhancing results. They can be as follows:

- What is needed and why?
- Where is it needed?
- Who needs it?
- How will it be provided?
- What will be the effect?

Conducting a needs analysis is efficient if you follow the steps below:

Step 1 – to determine the expected outcomes.

Step 2 – to identify trainable competencies.

Step 4 – to evaluate recent competencies.

Step 5 – to determine performance/educational gaps.

Step 6 – to prioritize training needs.

Step 7 – to determine how to train/methods of training.

Matching goals of needs assessment with its steps you will see that when following the steps, you will find the answers to them.

The language plays an important role in the development of a person personality. Language provides communication in the social life, it drives our lives and makes ourselves better. We involve language in our daily life permanently. More than this people need more language than their native and they learn foreign languages. In learning languages, they follow different purposes:

- to enhance one's opportunities in government, business, medicine, law, technology, military, industry, marketing, and other spheres;
- to acquire a competitive edge in career choices: the ability to communicate in a second language is preferable;
- to participate more effectively and responsibly in a multi-cultural world if you know another language;
- to get marketable skills in the global economy improved if you master a foreign language and ...
- the most popular answer of students: to travel and to have many friends in Facebook. We do our choice when we are young almost teenagers. When being so young Kyrgyz teenagers might be full of dreams of the overseas countries and not be so aware of the advantages of language acquisition. But as teachers we have to consider this dream too.

The term of 'language needs' refers to the resources which learners need in order successfully to cope with the forms of communication in which they are going to be involved in a certain term. These needs consist of gathering together the information required to assess what uses will actually be made of the language learnt and thereby determine what types of content should be taught on a priority basis. This process involves bilateral interaction of instructors (or teachers) and students starting from the development of language programs (definitely designed by teachers) intended for learners' needs and purposes. The needs cannot be defined without input from both concerned.

A **needs assessment** is tracking learners' needs in the classroom. A good needs assessment considers both a students' strengths and areas where they need to improve. It is designed to find gaps, or in other words, identify areas where a student may be lacking in their skills or knowledge. These assessments help teachers prepare their course more 'tailored' to meet students' needs and determine the content of your daily lesson activities.

Needs assessment is not a complicated process. It is more like tracking. Teacher can easily track the students' language gaps during a speaking activity by making notes and revealing the mostly repeated common mistakes. They determine the content of the further lessons. Analysis of placement tests, progress tests is a good source of gathering information for needs assessment as well. A needs assessment can be both for an entire group of students and individual students as well.

#### Methods of needs assessment and language needs

It has been mentioned several times that needs assessment is a very simple process. It starts at the first lesson when teacher meets students for the first time and they introduce each other. Here are examples of both achievements and gaps of students that teacher reveals through **observation**:

- achievements: communicative skills – freshmen are not afraid of communicating in English, highly motivated to communicate in foreign language, readiness to demonstrate speaking skills, theoretical knowledge;

- gaps: strong influence of L1 (strong belief that changing words of L1 into the words of L2 means speaking a foreign language, complete neglect of sentence structure), international words are given foreign accent and uttered with confidence, dictionary skills – they think only translation is important, never pay attention to pronunciation, grammar form collocations, or other meaning, can't apply theoretical knowledge to practice (mainly grammar rules).

If we apply these findings to the steps of conducting needs analysis, we can set aims of the lessons, e.g.: 'by the end of the lesson students will be able to identify word order of the declarative sentences' or 'by the end of the lesson students will be able to identify grammar forms of the words'.

After determining the expected outcomes which are very similar to the purposes of learning foreign languages we identify competencies: trainable competencies are based on recent competencies of the students. Observation revealed educational gaps. Teacher's task is to prioritize training needs. Teachers have different perspectives on it. In this particular case the priority would be given to dictionary skills. This choice is determined by the rule: from simple to complicated. In this case a word is a one unit which has its own semantic, pronunciation, and grammar forms. Sentence is a more complicated unit which renders information and consists of a group of words. That's why the priority is given to training dictionary skills. Variety of ways and methods of training students allows teachers to be creative in achieving the goals and purposes of learning foreign languages.

Each group of students might have different gaps. Within one group each student might have different needs. It is teachers' task to become a partner of the student, to help determine areas to improve and achieve the purpose.

#### Digital teaching platforms and needs assessment

Digital teaching platforms assists teachers in the management of their classes. Google Classroom allows teachers to teach in a modern, digital way. It saves both teachers' and students' time, makes learning process individual, provides opportunity for each student to work with his/her own pace and which is more, it lets students develop their knowledge and IT skills they need to succeed in our digi-

tal society. It also satisfies youngsters' thirst for gadgets. In a more traditional schooling system the possibilities of IT are unknown and insufficiently used or just undervalued. We depend on classic learning methods and books. But the use of technologies such as Google Classroom can simplify the work of teachers, improve the learning experience of students, let them be more responsible for their learning and build partnership rapport between teachers and students.

How to connect technologies with needs assessment? Here are answers of 11 students given by Google Classroom after a test:

- Mark the morphological composition: childhood -1/11
- Add article where necessary: Trafalgar Square - 5/11
- Add article where necessary: Red Square - 5/11

The digital analysis shows that the most frequent mistakes are in using article with geographical names. From this assessment teachers come to a conclusion to review articles with class and squeeze reviewing articles into the tight curriculum. Immediate deliverance of results has its own effect. Students receive their results and become happy or they might come to the conclusion: I must review using articles. This is how to motivate students for better learning.

Technologies provide quick digital needs analysis.

#### **Conclusion**

Teaching based on needs assessment and analysis makes learning process more motivating and task oriented. Needs analysis accompanies the entire process of learning, as learning process can't be without mistakes. It reveals poor areas, gaps and directs both students and teachers to the areas to be improved. Needs assessment can be formal (questionnaires, progress test, final test, ...) and informal (daily observations of teachers). Technologies are of great help in needs analysis.

#### **Resources:**

1. Abadi C. P. *Needs analysis questionnaire for English learners*
2. *Comprehensive needs assessment. A Practical Guide" (1995)*
3. Gökhan U. Ö. *A needs analysis study for preparatory class ELT students*
4. Karimia P., Sanavi R. V. *Analyzing English Language Learning Needs among Students in Aviation Training Program*
5. Thiruvengadam P. *Importance of needs analysis for English language curriculum*
6. Weisberg A. *How to conduct needs assessment*

#### **Internet resources:**

[https://en.wikipedia.org/wiki/Needs\\_assessment](https://en.wikipedia.org/wiki/Needs_assessment)