

IMPORTANCE OF CONDUCTING NEEDS ANALYSIS TO TEACH ESP STUDENTS

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Annotation: *It is significant to mention that during the need analysis of students, data collection is collected by implementing observations, questionnaires, interviews, in order to prove its validation. By the help of this findings, appropriate materials, teaching techniques, topics and course contents were chosen to teach medical students. Considering students’ findings, it can be seen that they have less academic language proficiency; they have to improve more reading and writing skills rather than other skills; they should be taught using more communicative skills as they have lack of these skills for their professional field of area.*

Key words: *needs analysis, ESP, language proficiency, communicative skills, course syllabus, deductive and inductive approaches, online tools*

Annotatsiya: *Shuni ta’kidlash joizki, talabalarning ehtiyojlarini tahlil qilish jarayonida ma’lumotlar to’planishi uning tasdiqlanganligini isbotlash uchun kuzatishlar, anketalar, suhbatlar o’tkazish yo’li bilan amalga oshiriladi. Ushbu topilmalar yordamida tibbiyot talabalarini o’qitish uchun tegishli materiallar, o’qitish usullari, mavzulari va kurs mazmuni tanlangan. Talabalarning xulosalarini inobatga oladigan bo’lsak, ularning akademik tilni bilish darajasi past ekanligini ko’rish mumkin; ular boshqa ko’nikmalardan ko’ra o’qish va yozish qobiliyatlarini yaxshilashlari kerak; ularga ko’proq kommunikativ ko’nikmalardan foydalangan holda o’rgatish kerak, chunki ular o’zlarining kasbiy sohalari uchun bu ko’nikmalarga ega emaslar.*

Kalit so’zlar: *ehtiyojlarni tahlil qilish, ESP, tilni bilish, kommunikativ qobiliyatlar, kurs dasturi, deduktiv va induktiv yondashuvlar, onlayn vositalar*

As Nunan (1988) noted that need analysis is the first step to gather the necessary information that assists to determine learners’ reasons for learning and to select relevant teaching materials for EMP. According to Richards (1983) need analysis is considered integral constituent of all course contents. Therefore, as for ESP courses does not have specific syllabus for medical students, this syllabus is created for students’ requirements. Obviously, Hyland’s (2006) three main features of conducting need analysis has helped to measure its reliability, validity of the process; they are triangulation, prolonged engagement and participation verification. Consequently, these significant aspects of ESP curriculum development are also provided in Basturkmen’s (2010) framework. Therefore, defining target students’ language proficiency and reasons for learning assist to design effective and informative syllabus for ESP professionals to meet the specific needs of their target learners, saves time and prevents from irrelevant materials.

According to the researches, in order to get authentic results, materials and methods should involve the diversity of materials and methods (Hutchinson & Waters, 1987; Brown, 1995; Al-Khatib, 2005; Boshier & Smalkoski, 2002; Long, 2005; Tudor, 1996; West, 1994). Therefore, for this syllabus, multiple sources of materials are selected and mostly contemporary methods and approaches are applied such as CLT, TBL, PBL, CLL, deductive and inductive approaches are included to increase the quality of provided information. According to Nunan (1999) CLT has brought the most significant change into practice of second language acquisition. Moreover, in order to enhance students' digital literacy knowledge, different online tools and technology such as Canva, Google slides, You Tube videos and Flipgird online tools are implemented effectively. According to Painter et al. (2005) stated that the productiveness of the effective classroom discourses is associated how to use interactive technology and digital tools. Therefore, implementation of online tools grasp students' attention and create engagement environment for teaching.

As Yalden (1987) noted that new course inquires skillful blending of what is already known about language teaching and learning with the new elements. Therefore, within the syllabus, it focuses on teaching all four academic skills writing, listening, reading and writing and also sub skills grammar and vocabulary are included as well. By implementing this, medical students can enhance their language proficiency through performing task-based and problem-based tasks and activities. Consequently, it assists to improve their critical thinking and high order skills together with collaborative learning with other students. As Green (1989) noted that students have to cooperate during the learning experience as it improves learning situation.

According to Brown (2010) stated that a good instructor never stops to assess students whether it is incidental or intended because it enhances teaching and learning process. Therefore, in this syllabus, assessment part is considered one of the significant part of teaching ESP course. During the evaluation part, there is used various types of assessment based on the task. For instance, for reading and writing activities, holistic and analytic rubrics are implemented as they are very effective and reliable tools for measurement. As Alonso-Tapia et, al. (2010) rubrics delivers learners exact direction and goals by assisting them guidelines for optimal learning strategy. Besides them, formative and summative assessments are included for this syllabus that can be useful and easy evaluation for ELT professionals. According to Brown (1990) assessment is considered significant part as it controls students' learning. Therefore, assessment part helps to encourage students' learning and identify strength and weaknesses of their performance. Besides that, oral and constructive feedbacks, peer evaluation and group checking are applied for assessing target students' language proficiency.

All in all, it can be seen that this syllabus will be an effective tool for medical students who want to learn English for their professional growth and language acquisition. The reason is that it provides very necessary content, topics and learning

outcomes to meet the needs of learners. Moreover, integrated skills, usage of technology and implementing communicative skills for tasks and activities increase the effectiveness of the syllabus.

According to the peer review of my syllabus draft, it can be seen that there are a number of drawbacks to correct and improve. She provided very clear guideline and necessary feedback to polish some parts of the syllabus. For instance, there was no any title page and course description part or the syllabus part was lack of instructions and the resources were not mentioned as well. Moreover, she recommended to improve the content and the topics of the syllabus as it seemed very ineffective and lack of productivity. Based on her critical comments and recommendation, the syllabus has been polished and now it can be seen considerable improvements on it.

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