IMPORTANCE OF NEEDS ANALYSIS IN ESP. HOW NEEDS ANALYSIS IS CONDUCTED FOR TOURISM FACULTY STUDENTS

Khayitova Aziza Rakhimovna
Teacher of the Interlanguage Department of Foreign Philology Faculty
National University of Uzbekistan named after Mirzo Ulugbek
azizarakhimovna@gmail.com

Abstract:

This paper analyzes the importance of needs assessment in ESP and how needs analysis is conducted for tourism faculty students. As it is the first step in education and it is very essential to use appropriate methods and tool in order to determine learners' needs assessment. According to results of analysis teacher will know learners' lacks, wants, and needs and can create learning objectives and lesson plans appropriately. In this paper several methods of data collection are given in order to analyze needs of tourism faculty students.

Keywords: Needs analysis, Needs assessment, triangulation approach, deductive procedure, inductive procedure, ethnographically oriented information, structural interview.

Introduction

Needs analysis is considered the main aspect in course evaluation As it is an essential and systematic process in determining learners needs in academic or specific context. According to Viena et al(2019) In ESP the first stage in course development is needs analysis. The purpose of needs analysis in ESP is providing relevant language instructions to meet the needs of learners and which will be appropriate in their specific field.

There are several key steps to conduct a needs analysis.

The first step is identifying the context if it is specific or academic context. In this step the task for teachers is to identify the field where exactly the learner will use language. As Linse (1993) noted that "Educators need to determine if students have academic and structural knowledge about English that can be used to help them" .The next step is identifying target language skills which will be more beneficial, more essential in this position. The next step is collecting data through different sources to understand the learners needs. The sources include surveys, interviews, questionnaire, observations etc. The next step is analyzing the information which is collected. By analyzing teacher can determine which language skill should be focused on. The next step is setting learning objectives which can be align with specific language skills and task which is also can be required in professional context. After setting objectives it turns to design instructional materials to achieve learners' learning objectives. As McGrath (2016) mentioned teachers can do selection of activities, deletion, addition & change them according to learners' needs and level of proficiency. The next step will be implementing which is in

turns continuously evaluating the effectiveness by monitoring progress, and gathering feedback.

Needs Analysis

The students which are chosen for research are university learners who attend the Tourism Faculty. The majority of them are young adults (18–23) who want to work in tourism. They range in age from 18 to 23. With 12 seats available, the class is technologically advanced. Most of them are also attending Spanish and French classes. They have already known English, Russian, Uzbek, languages. They have a B2 level in English right now. Their base in acquiring the language is solid, and they genuinely care about the tourism industry.

They are future tour guides and before starting the course some data collection research should be done with them. For process of gathering data triangulation approach is used as it gives an opportunity for teachers to use different methods and tools to achieve the goal. In triangulation in order to find out more reliable and accurate information about learners' needs is used three main sources. They are "Needs", "Wants", and "Lacks".

According to needs it can be identified what skill or language knowledge is required in specific area, what kind of language functions are essential for effective usage in target field.

According to wants learners' desires, expectations from the course can be determined. With the help of such kind of information teachers can align learners' motivation & interests with the language instruction which will be used during the lesson.

According to lacks difficulties that are in learners' proficiency can be identified. By analyzing it teacher can determines what area needs improvement for further development.

Several methods may be used to identify learners' needs. In this research following steps are used. First of all diagnostic test have been taken from learners as it can help to assess the language proficiency & specific needs. As Long (2005) claimed that both inductive & deductive procedures are essential. So, it has been decided to use inductive procedure which includes non-participant observation. It was field observation and researchers went to the field where tour guides work and observed them how they communicate with foreign people, what language skill is required for their profession.

According to deductive procedure questionnaire has been taken from students which includes 10 open ended questions in order to get more detailed info about the learners' needs. Also as there are 12 people in the group and it is considered as a small scale so, structural interview is also used to discuss pre planned questions in order to gather info which will probably be important in creating lesson plan and in writing learning objectives. Also, as it mentioned in Flowerdew (2013) to collect insider's view ethnographically oriented information also used. Some diaries of participants are also analyzed to gain more quantitative information.

Moreover, it is decided to follow Basturkmen (2010) presentation in developing ESP curriculum and according to it there are 3 levels for analyzing.

Students in the Tourism Faculty can complete a variety of projects in the subject area of tourism to advance their knowledge and abilities. These duties may cover a range of subject areas. Typical tasks consist of:

1.   Studies and Analysis: Research on tourist locations, market trends, consumer behavior studies, and an analysis of the effects of tourism on the environment and local communities may all be expected of students. The capacity to reliably collect and understand data, use analytical frameworks, and effectively convey findings may be required to meet performance goals in this field.

2.   Marketing and Promotion: Tasks in this area could include making promotional materials like brochures and websites and putting marketing strategies into practice, as well as establishing marketing plans for tourist attractions or goods. Performance criteria could include knowing how to create effective marketing campaigns, target particular customer groups, and gauge the success of promotional initiatives.

3.   Customer Service and Hospitality: Students may participate in activities linked to customer service, such as honing effective communication and interpersonal skills, responding to customer questions and complaints, and guaranteeing customer satisfaction. Empathy, dispute resolution, and upholding a pleasant, professional attitude are just a few examples of the performance criteria in this area.

4.   Tour Planning and Guiding: Work in this field may entail creating and planning tour schedules, visiting tourist destinations, and leading guided tours for visitors. Performance criteria could include the capacity to create interesting and well-organized tours, provide precise and educational commentary, and guarantee the comfort and safety of guests.

It is crucial to take both objective and subjective needs into account while doing a needs analysis, as well as both short-term and long-term demands. Subjective needs concern learners' individual aims and preferences, whereas objective needs speak about the specific abilities and knowledge needed to complete tasks successfully. Long-term requirements are those that are concerned with future professional development and advancement, whereas immediate needs are those that are required for current success in the learning setting.

It would be beneficial to pinpoint specific areas where learners might experience difficulties when it comes to language-based abilities or tasks that pupils find challenging. For instance, students may find it difficult to communicate verbally, such as when speaking fluently and confidently in a foreign language, or in writing, such as when creating reports or marketing materials that are well-structured and cohesive. Additionally, students could have trouble comprehending and interpreting vocabulary and terminology that are specialized to the tourism industry or adapting their language use to various cultural situations.

The kind of language-based tasks or skills that pupils have trouble with can differ. Language-related issues might arise when there is a lack of vocabulary or grammatical mistakes. Others might be intellectual, where students have trouble understanding intricate tourism ideas or using their academic knowledge in real-world contexts. When students meet cultural disparities in communication styles, expectations for customer service, or etiquette standards in the tourism business, cultural issues may result.

In general, analyzing the demands, challenges, and issues that tourism faculty students encounter when completing language-based skills or activities can assist educators in creating focused interventions and support systems to improve their language proficiency and performance in the field of tourism.

References

1 Basturkmen, H. (2010) *Developing Courses in English for Specific Purposes.* Basingstoke, UK: Palgrave Macmillan.

2 Flowerdew, L. (2013). *Needs Analysis and Curriculum Development in ESP*. John Wiley& Sons, Inc.

3 Linse, C.T. (1993) *Assessing student needs.* English as a second language curriculum resourse handbook. Kraus International Publications.

4 Long, M. (2005). *Methodological issues in learner needs analysis*. In M. Long (ed.), *Second Language Needs Analysis.* Cambridge: Cambridge University Press.

5 McGrath, I. (2016) *Materials evaluation and design for language teaching*. Edinburgh University Press.

6 Viena. et al. (2019). *Teaching English for Specific Purposes.* TESOL Press.