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## Importance of needs analysis in second language acquisition

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**Annotation :** A needs analysis is one of the most crucial and main stages that assists to identify the learner's desires, needs, and area of their weakness and strength. Moreover it helps to define their preferences, language level to design productive and successful. teaching and learning atmosphere. According to Burksaitiene (2008) needs analysis is the key to collect insider's view of the ESP situation (p.330) and the views of chosen learners are of utmost importance. Dudley –Evans (2001) also stated that the main aim of the ESP course is to meet the explicit needs of the learners. It is believed that improving learner's language proficiency to succeed on their field and academic field is based on a learner-centered approach. Saragih (2014) states that needs analysis is vitally important in designing teaching materials for English for Specific Purposes (p. 59). Therefore, collecting sufficient information concerning

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learners' wants, needs and wishes is central to reach intended results that we set in front of us as a teacher

**Key words:** Needs analysis, background knowledge, requirements, effective solution, specific learners, second language, lesson design, observation

**Аннотация:** Анализ потребностей является одним из наиболее ответственных и основных этапов, который помогает выявить желания, потребности обучающегося, а также области его слабых и сильных сторон. Более того, это помогает определить свои предпочтения, уровень языка, чтобы проектировать продуктивно и успешно. атмосфера преподавания и обучения. По мнению Бурксайтене (2008), анализ потребностей является ключом к сбору инсайдерской точки зрения на ситуацию с экстрасенсорным восприятием (стр. 330), а мнения выбранных учащихся имеют первостепенное значение. Дадли-Эванс (2001) также заявил, что основная цель курса ESP — удовлетворить явные потребности учащихся. Считается, что улучшение языковых навыков учащихся для достижения успеха в своей области и академической сфере основано на подходе, ориентированном на учащегося. Сарагих (2014) утверждает, что анализ потребностей жизненно важен при разработке учебных материалов по английскому языку для специальных целей (стр. 59). Таким образом, сбор достаточной информации о желаниях, потребностях и желаниях учащихся имеет решающее значение для достижения намеченных результатов, которые мы ставим перед собой как учителя.

**Ключевые слова:** анализ потребностей, базовые знания, требования, эффективное решение, конкретные учащиеся, второй язык, план урока, наблюдение.

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**Introduction:** Needs analysis helps to identify learners’ needs, background knowledge, weak and strong sides as well as the solutions for their challenges. Needs analysis is constructed on learners’ requirements’ that is instrumental to design language lesson and curriculum Brown (1995). Many more researchers work on needs analysis based on the theories by Brown (1995), Long (2005), and others. A needs analysis was realized and learned by Richard (1985) that according to him, learners are required to gain the language that questionnaires, interviews, and tests are taken based on the needs analysis. By these procedures, learners’ requirements are analyzed that teachers play an important role and find effective solutions Tarone and Yule (1989).

**Main Part:** As a teacher, we should know how to work with learners and design tasks and activities for learners. For instance, ESP teachers should know how to address their learners’ intended language field whether it is English for Business, Medicine, Economics, or Police purposes. The steps to teach learners in ESP courses include curriculum design, materials selection, methodology, assessment, and evaluation. Jordon (1997) and Hyland (2006) introduce different EAP - oriented needs analyses that specific programs and materials are required in this procedure. Because every field has its specific terms that learners should know and acquire in terms of the English language that allows them to communicate with particular carrier groups (Hyland, 2006). In the ESP area, specific learners demand specific learning in language teaching that ESP is specialized in English as it focuses on teaching language in context rather than language or grammar structures. According to Hyland (2019), ESP meets the learners’ needs in a second language in specific fields such as technology, science, medicine, or academic learning. It is also defined that needs analysis as a set of processes for acquiring information about learners and communication tasks. Richards (1992) suggests that needs analysis is the process of defining the needs for which a learner or group of learners requires a language and organizing those needs according to priorities in language education. According to

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Brown (1995), needs analysis is a systematic gathering and analysis of all subjective and objective data required to define and validate defensible curriculum processes that meet students' language learning needs within the context of specific institutions that influence the learning and teaching situation. Needs analysis considers the learner's professional and personal information, as well as their interests and gaps in language learning. It refers to the procedures for acquiring and assessing important information for lesson planning. Using proper approaches and tactics during the session aids in determining which abilities students should develop. Needs assessment is an important tool in the syllabus or course creation process. It should ascertain the learners' target demands and learning requirements.

**Conclusion** In short, needs analysis and course design in ESP is the first and foremost stage to create productive language materials and identifying learners' specific needs in a particular group (Flowerdew, 2013). If we design our lesson, task, and activities based on the needs analysis and learners' needs, our classes will be meaningful and productive, according to Graves K (2000). The aim to conduct a needs analysis was to define what learners' needs, challenges, weaknesses, and strengths that they have in language. we should design our syllabus based on the results of our observations, and try to enhance those areas they have difficulty. According to J. B. Brown (1990), gathering necessary information about our learners' needs analysis is a process that helps us to act in the right direction and develop their language ability.

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