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## NEEDS ANALYSIS RESEARCH FOR ENGLISH LANGUAGE COURSE DESIGN

*Learning the English language for international communication and study abroad has become very popular in recent years. It led to the appearance of numerous online courses to learn English across the country. However, the effectiveness of such courses mostly depends on how well they meet learners' specific needs. The goal of this study is to observe and analyze learners' experience, motivation and preferences as well as challenges in learning English in order to improve English language teaching courses. The target audience for the survey comprised 120 participants between the ages 18 and 23 from different cities of Kazakhstan. The study implemented questionnaire, based on Present Situation Analysis theory to investigate needs analysis research for language course design. The analysis of the obtained data was performed by using qualitative descriptive methods in terms of numbers and percentages. The results illustrate that the majority of participants learnt English largely on formal education and have difficulties mostly with practical speaking skills and prefer interactive communication with the elements of involving language teaching techniques that could really help improve language proficiency to grow professionally. Such a pre-course survey can contribute to addressing students' needs and expectations as well as can be useful for language program developers.*

*Key words: needs analysis research, Present Situation Analysis (PSA), language learning experiences, language preferences.*

## INTRODUCTION

The given study of needs analysis research has been selected as one of the important approaches in designing a language course, so that to better understand the specific needs and preferences of learners before running a course.

The relevance of the study is underscored by the increasing demand for learning the English language among younger generation. As English language has been widely integrated into the

educational system in Kazakhstan reflecting in a Language Law and continuously in Trilingual Educational Policy. The purpose of this strategy was to enhance English language proficiency among the population [1]. Currently the English language is taught at all educational levels, starting from school to a doctorate level at higher education. Despite the growing popularity of English language courses, there exists a notable gap in reliable research on the understanding of the specific needs and preferences of learners in learning English in Kazakhstan among the younger generation. Thus this study inspired authors to find out specific needs of learners in learning English such as their past English language learning experiences both online and off-line, preferred language skills to improve, by analyzing students self-assessed English language skills; challenging aspects when learning English as well as preferred resources and find out criteria shaping the selection of the English language course.

The object of the research includes the specific needs of the respondents to participate on a language course on improving speaking skills in English. The subject of the research are the participants of the survey who are interested in learning English as a second language. Hopefully the results of the study will contribute to improve English language courses in Kazakhstan meeting the learner's expectations and address the challenges faced by language instructors. Moreover, we hope that this research might possibly provide valuable insights for curriculum developers, language instructors and interested research audience.

This article is organized as follows: the section of main provision including relevant literature review, introduction part, methodology employed in the needs analysis survey, results section with key findings, discussion and conclusion with recommendations for improving English language courses based on the survey results.

## MAIN PROVISIONS

The study presents different theoretical approaches on needs analysis research. The research is underpinned by theoretical studies on needs analysis research of West R. cited in Pleşca (2017), Iwai et al. (1999), Songhori (2008), Chambers (1980), Munby (1978), Hutchinson and Waters (1987), Richterich and Chancerel (1977) cited in Guo et al.,(2020), Bytyqi (2021), Destianingsih et.al (2020), Ekayati et.al (2020). The article also includes the works of domestic research on needs analysis such as Kuzembayeva, et al. (2021), Sarsenbayeva et al. (2015), Amirbayeva (2024).

The term needs analysis was first introduced by Michael West in 1920s in India. He highlighted both the demands of the target situation and the methods by which learners could best acquire the target language throughout their training [2]. Iwai et al. (1999) explain that needs analysis typically involves gathering information to help create a curriculum that addresses the specific needs of learners [3]. According to Songhori (2008) the approach of needs analysis was well- established in mid 1970s and as the theory progressed over time, a range of terms was put forward: Target Situation Analysis (TSA), Present Situation Analysis (PSA), Communicative Needs Processor (CNP), Pedagogic Needs Analysis, Deficiency Analysis, and Learning Analysis [4]. The term TSA was first suggested by Chambers (1980) which meant communication in the target situation. Its purpose was to identify what should be able the learners to do at the end of the course [5]. The release of Munby's *Communicative Syllabus Design* in 1978, the focus of needs analysis shifted to prioritize the learner's specific purposes within the overall framework. Munby's (1978), Communicative Needs Processor (CNP) approach contained such elements as the purposive of language implementation, setting of the language environment, interaction between course participants, instrumentality of a language course (form and mode) dialect, communicative event and communicative key (activities participants use) and target level, where the particular language level is determined at the end of a course.[6] Later other scholars started to follow Munby's approach, thus Hutchinson and Waters (1987) created list of questions to identify the target situation analysis based on Munby's CNP model. [7]

Present Situation Analysis (PSA) was introduced by Richterich and Chancerel in 1977 in order to find out learner's strength and weaknesses in language learning before the course start [8]. In

comparison with the TSA, PSA deals with the personal information of learners, their learning experience, years of learning, reasons for learning, level of education, place of study (institution or workplace) allowing one to understand what knowledge, skills, and experience learners bring to learning. The current study's questionnaire was designed based on Richerich and Chancerel's present situation analysis model.

In addition to all previously mentioned theoretical investigations, it would be relevant to mention some research on the importance of needs analysis research in general. The research, offered by Bytyqi (2021) highlighted the significant points of making needs analysis research for English for Specific Course in North Macedonia, particularly in material selection, suggested topics by learners for the course. The study found that 75% of the respondents acknowledged their preferences in choosing their own topics as well as 63% of participants expressed their requirements to develop their speaking skills through debates. Moreover, the newly designed syllabi showed that the students' learning outcomes and motivation have been significantly improved which demonstrated the necessity of research on identifying learners' needs [9]. Moreover, Destianingsih et.al (2020) observed learner's needs analysis for Online English language learning during the pandemic period for State Polytechnic of Bengkalis. Researchers surveyed 116 students of various study programs, determining their target and learning needs for online mode of studying. Destianingsih et.al (2020) found out that respondents were highly interested in the involvement of different online teaching tools, such as virtual platforms for communication, convenient platforms for task completion such as Google classroom and Whatsapp. Moreover, the respondents preferred to develop all language skills via various activities [10]. Another good research that proves the importance of conducting needs analysis research in teaching and learning English is made by Ekayati et.al (2020) on needs analysis of teaching English for Specific Purposes (ESP) to students of non-linguistic majors at Muhammadiyah Sumatra Utara University (UMSU). The aim of the study was to determine the students' level of English language proficiency, identify their learning goals, and determine which ESP concept best suits their academic and professional needs. The study was conducted using a qualitative descriptive method. Eighty students majoring in non-linguistic fields who had completed a general English course participated in the survey. Data was collected using a closed-ended questionnaire, and the results were analyzed quantitatively (percentages). The data obtained showed that most students' English proficiency was at the beginner to intermediate levels. The most in-demand skills were speaking and listening, especially in the context of professional communication. Students' educational goals are divided into short-term (academic needs during studies) and long-term (preparation for professional activity). It was also found that students need specialized vocabulary, development of pronunciation skills, preparation for the TOEFL, and the development of communicative competence in the professional sphere. The authors conclude that it is necessary to transform the General English course into an ESP course tailored to the specifics of each program. The development of an ESP program should be based on an analysis of students' needs and take into account the specifics of their future professional activities [11].

As for the local research on language needs analysis, little research has been conducted by domestic scholars. The survey research which was conducted by Kusembayeva et.al examined medical students' language needs in developing a course for English for Specific purposes (ESP). According to the findings of the research, English language courses were highly important to the participants to improve their English proficiency and pass IELTS/TOEFL exams, to continue their further study on postgraduate levels. Another point that contributes to the current study is that learners prioritize speaking and communication skills that they need to exchange with international peers during conferences, meetings and seminars [12]. Another needs analysis research conducted by Sarsenbayeva et al. (2015) investigated TSA and PSA needs of students majoring at "Thermal Engineering" with the aim to design a study program for learning professional English. The important points in the result of the research, revealed problem areas such as absence of placement tests to determine the language level of students, the weak language level of teachers from non-linguistic departments that teach ESP and small number of practical hours that affect the quality of acquisition [13]. In addition, Amirbayeva (2024) investigated needs analysis research in the field of tourism in

Kazakhstan. The results of the research revealed the lack of practical speaking skills both for tourism students and employees that could facilitate effective communication with tourists and enhance tourism industry in the country through development of the English language in education. The author highlights the importance of combining both informal and formal learning such as language programs, organizing internships and on-the-job training for tourism students. Also, the author suggests that English language should be a core part of curriculum in tourism education that would stimulate students to communicate effectively with foreign tourists improving the overall tourism experience [14].

## MATERIALS AND METHODS

The research questions aimed to explore:

- learners' experience and purposes for studying English,
- self-assessed proficiency levels,
- difficulties encountered in learning English,
- preferred resources used for studying
- factors influencing the choice of English course

Based on the results of the research it is predicted that needs analysis research would help to arrange more meaningful and effective language courses.

Data Analysis Methods:

The study used survey method based on Present Situation Analysis technique to investigate needs analysis research for language course design. 120 participants were involved between the ages 18 and 23. All participants were university students from different cities in Kazakhstan, including Akmola region, Astana and Ust- Kamenogorsk. Participation was **voluntary and anonymous**.

Instruments and Data collection: The data were collected through a self-designed questionnaire via Google Forms. The survey consisted of two sections, 10 questions in all. The first section of the research identified demographic information of the participants, their age, social status and the city of residence (Questions #1-3). The second section was mainly devoted to determine language learning experience of the participants including formal education and supplementary language learning, reasons for studying English as well as language proficiency levels, difficulties in learning English, preferred resources to use for learning and main criteria for selecting a language course (Questions # 4-9). As for the types of questions in the survey, Questions # 1,2,3,5,6,7,8,10 were closed- ended with multiple choice options. Questions # 4 and 9 were open ended, provided with opportunity to write comments allowing the respondents to specify their own ideas. Responses were grouped into common patterns and distributed in terms of numbers and percentages. To answer Question # 10 the respondents were offered likert scale options, and the answers in Question # 5,7 and 10 were interpreted by using frequency analysis.

## RESULTS

The first section of the survey that contained 3 questions was devoted to the demographic information of the respondents: age, city where they live and their social status. The total number of participants were 120 respondents, all of them university students aged between 18-23 residing currently in Akmola and North Kazakhstan region, Astana, Ust- Kamenogorsk. According to the results, the majority of respondents were 19 years old respondents, which comprised about 40%. Other age groups include 18 years old respondents 25%, 20 years old respondents 27.5%, and some tiny percentage 5.8% and 1.7% for 21 and 22 years aged respondents that are also shown in the Table 1 below. Overall, the selection of respondents includes only the youth that are actively involved into the study.

Table 1 Respondents' age

Age	Number of respondents	%
18	30	25.0%
19	48	40.0%
20	33	27.5%
21	7	5.8%
22	2	1.7%
Total	120	100%

The second section of the survey that contained other 7 questions was directed to examine participants' overall experience in learning English. The question # 4 asked respondents about their experience of studying English: "What is your experience in learning English: how long have you studied English, where (at school, university, in courses)?" The question combined both close-ended options to choose as well as open-ended elements to describe experience about learning English. Table no.2 presents the distribution of respondents' answers according to the proposed options, as well as generalized categories formed on the basis of open-ended answers. The largest proportion of respondents (67%) reported studying the language at school and university. Another 14% reported a combination of school, university, and additional courses. Thus, the majority of respondents studied English within the formal education. A small proportion of participants noted extended learning formats: 3.3% indicated that they studied at school, university, and with a tutor; 0.8% — at school, university, and at work; 0.8% selected all possible categories (school, university, courses, tutor, apps, etc.). 6.6% additionally indicated that they continue to study the language by themselves. Only 0.8% reported learning only through mobile apps. 2.5% of respondents indicated a lack of learning experience. A separate group consisted of responses that did not fully correspond to the proposed categories: 2.5% pointed only the duration of study (4, 5, 7 years), and 0.8% indicated only the level of language proficiency (B2). Overall, the results demonstrate the predominance of traditional institutional forms of education with elements of additional and independent language acquisition.

Table 2 Respondents' experience about learning English

Response Options	Number	%
At school and university	81	67%
At school, university, and courses	17	14%
No experience	3	2.5%
Also continue studying on their own	8	6.6%
Only apps	1	0.8%
Indicated only the number of years studied (4, 5, 7 years)	3	2.5%
Indicated only the level (B2)	1	0.8%
At school, university, and with a private tutor	4	3.3%
At school, university, and at work	1	0.8%
Indicated all categories (school, university, courses, tutor, apps, etc.)	1	0.8%
Total	120	100%

Question # 5 aimed to find out the motivation for learning English. The respondents were asked the following question: "Why would you like to learn English?" This question was closed-ended, with multiple choice options. The participants were allowed to choose several options from the given variants such as: learning English for self-development; for career advancement in the future; for travelling, to study at university, as a requirement of the time or learning English is a global trend; to communicate fluently in English. In order to analyze the data, we used frequency analysis method, so that to find out which option was most selected. As the result shows on the Table 2, most frequently chosen category was "learning English for self-development" 87 options, representing 72.5% of respondents. This probably indicates that most participants view English as a tool for broadening their horizons, improving their education, and achieving personal growth. The second most important the

statement “learning English for career advancement” was selected 75 times (62.5%) by respondents. The data confirms students' awareness of the role of English as an important factor in professional competitiveness in the labor market. More than half of respondents (64 people, 53.3%) pointed out “learning English for travelling” as their motivation for learning English. This reflects the practical nature of language learning and its use in international communication. The next most popular reason is related to academic goals—“to study at university” (52 choices, 43.3%). It shows students' understanding of the need for English proficiency to successfully complete educational programs. The least frequently selected options were “as a requirement of the time or global trend” 20 times and “learning English to communicate fluently in English” only 5 times. Thus, the results show that the leading motives for learning English are personal and professional goals, while the communicative component is perceived by respondents as less of a priority.

Table 3 Purposes for studying English

Reasons for studying English	Frequency of selection by respondents	% respondents
For self-development	87 times	72,5%
For future career advancement	75 times	62,5%
For traveling	64 times	53,3%
To study at university	52 times	43,3%
As a requirement of the time, global trend	20 times	16,6%
To communicate fluently in English	5 times	4,1%

As part of the study, participants were asked to evaluate their level of English proficiency by indicating their level of English in Question #6 which is presented in the Table 4 below. The Question #6 was completely closed-ended. The given results showed, that about 52% (63 people) participants pointed out intermediate level of language, which probably mean that more than half of the participants have basic communication skills and are able to use the language in everyday or educational situations. However, around 40% (48 people) of them had elementary English level. This indicator highlights the need for further development of language proficiency among a significant proportion of students. Only 7.5% (9) of respondents reported a high level of English proficiency, identifying their level as upper-intermediate or advanced. Thus, the results of the study show that the majority of students are at the basic and intermediate levels of English proficiency, which should be taken into account when developing curricula and choosing methodological approaches.

Table 4 *Participants’ self-evaluated English language level*

№	Levels of language proficiency	Respondents’ number	% of the total number (120)
1	Elementary	48	40.0%
2	Intermediate	63	52.5%
3	Upper-intermediate	5	4.2%
4	Advanced	4	3.3%
Total:		<b>120</b>	<b>100%</b>

Question # 7 aimed to identify which aspects of the English language respondents find most difficult. The question was suggested as follows: “Which aspects of the English language are the most difficult for you?” The question was totally closed-ended. The most frequently mentioned option was “understanding and using grammar accurately”, 84 times, which included 70, 0 %. This indicates that the grammar aspect remains the most problematic area for most students. The second most difficult category was speaking and vocabulary, chosen by 66 respondents (55.0%). It means that a significant portion of students have low communicative competence and limited active vocabulary. Around 38.3% of participants (46 respondents) experience difficulties in writing. This may be again connected with mastery of words and not being able to use grammar correctly. Listening skills cause difficulties for 38 respondents (31.7%), which confirms the existing problems in perceiving authentic oral



speech. Fewer students reported difficulties with pronunciation – 22 people (18.3%) and reading with understanding – 20 people (16.7%). Only 2 respondents (1.7%) indicated that they were experiencing difficulties in all of the listed aspects, and only 1 person (0.8%) reported no difficulties at all. Thus, the results of the study show that the main problem areas are grammar and oral speech, while reading and pronunciation cause comparatively less difficulties.

Table 5 Difficult aspects of learning English for respondents

№	Difficult aspects	Frequency of selection by respondents	% of the respondents
1	Understanding grammar and using it accurately	84	70,0 %
2	Speaking and vocabulary skill	66	55,0 %
3	Writing and compositions	46	38,3 %
4	Listening comprehension skills	38	31,7 %
5	Pronunciation	22	18,3 %
6	Reading comprehension skills	20	16,7 %
7	All of the above	2	1,7 %
8	No difficulties/ None	1	0,8 %

In order to identify learners’ preferences in Question # 8, that can be taken into account when designing an English course, respondents were asked to answer the question: “Which resources would you use to learn English?”. According to the results, most respondents preferred “talking to native speakers” -33.3% (40 people) when learning English. This demonstrates the high importance of live practice and a real language environment for the development of communication skills. The second most common option was lessons with a private tutor—34 students (28.3%). This result indicates the demand for a personalized approach and structured learning under the guidance of a specialist. Online courses were chosen by 16 respondents (13.3%), reflecting the trend toward using distance learning formats. Additionally, 14 respondents (11.7%) noted resources such as videos, podcasts, and films, demonstrating an interest in authentic materials and self-directed learning. 11 respondents (9.2%) indicated using educational programs and mobile apps (e.g., Duolingo, Babbel, etc.). A significantly smaller proportion of participants—five (4.2%)—preferred books and textbooks. Additionally, 3 respondents (2.5%) indicated the use of all or almost all of the listed learning methods. One participant each (0.8%) indicated the use of artificial intelligence tools, were undecided, or provided a combined answer encompassing several learning methods. Overall, the results show that interactive and practice-oriented forms of learning (communication with native speakers and classes with a teacher) are the most popular, while traditional teaching materials are used much less frequently.

Table 6 Resources to learn English

No.	Response Category	Number of respondents	% of the respondents
1	Communication with native speakers	40	33.3%
2	Private tutor	34	28.3%
3	Online courses	16	13.3%
4	Videos, podcasts, and movies	14	11.7%
5	Programs and apps (Duolingo, Babbel, etc.)	11	9.2%
6	Books and textbooks	5	4.2%
7	All of the listed options / almost all	3	2.5%
8	Use of artificial intelligence tools	1	0.8%
9	Had not considered / found it difficult to answer	1	0.8%
10	Combined response (tutor, books, movies, videos, podcasts, native speakers, online courses)	1	0.8%
	<b>Total</b>	<b>120</b>	<b>100%</b>

Question # 9 focused on respondents’ experience with learning English online. They were asked whether they had taken online courses and, if so, to specify what they liked and what they found

difficult or ineffective. The question sounded like this: “Have you ever taken any online English courses? If so, what did you like? What didn't you like?” The question was completely open-ended. However, answers with the same theme such as positive and negative opinions to online learning were generalized into one category. According to the results most frequent answers included “did not take or no” (64.2%). Around 13.3% of respondents suggested learning through games and apps. About 9.2% of respondents confirmed learning English online, however did not provide any details about it. The respondents who had taken online courses (8.3%) noted “convenience”, “flexibility” and “speech improvement” after the course, while some participants who did not take (3.3%) any online English courses thought it was “inconvenient” to study, others “lack self-discipline” and believed that would not gain any “feedback” from the teacher. A very few frequent answers were “currently learning English online” (1.7%).

Table 7 Learning English online

Response Category	Number	%
Did not take / No	77	64.2%
Yes, took (no details provided)	11	9.2%
Yes, liked it (convenience, flexibility, improvement in speaking skills)	10	8.3%
Yes, but did not like it (inconvenient, lack of discipline, no feedback)	4	3.3%
Plan to take / Currently taking	2	1.7%
Other responses (games, apps, neutral)	16	13.3%
Total	120	100%

Question # 10 was directed to find out important criteria that influence course selection by participants. They were asked the following question: “What is most important to you most when choosing an online English course?”. The participants had to choose in a scale: 1 – least important, 2– moderately important and 3 – most important the following categories: price of the course, engaging teaching methods, experienced teacher, reviews from other students, flexible study hours, prompt feedback from the teacher. The analysis of Question # 10 showed that for most respondents, the key factors in choosing an online English course were an experienced teacher (71.7% marked as “very important”), 16.7% as “moderately important,” and only 11.7% considered it unimportant. This demonstrates the significant role of teacher professionalism in the learning process. Similar results were obtained for the indicator “use of interesting and engaging teaching methods”—81 respondents (67.5%) rated it as “very important.” Thus, modern and interactive teaching methods are a significant factor for the majority of students. Flexible schedules are also highly important—78 students (65.0%) consider this factor very important. This reflects students' need to be able to combine their studies with other activities. More than half of the respondents (67 people, 55.8%) noted that prompt feedback from the teacher was a very important factor, which emphasizes the importance of support from the teacher. The factor of feedback from other students received a moderate rating: 42.5% of respondents considered it very important, 38.3% moderately important, and 19.2% considered it unimportant. This shows that recommendations play a role, but are not the determining criterion. The least important criteria for the respondents presented the cost of the course: 39.2% consider it very important, 44.2% moderately important, and 16.7% unimportant. Thus, price is a significant, but not a primary, factor compared to the quality of education.

Table 8

Indicator	1 (Not important)	2 (Moderately important)	3 (Very important)	% 1	% 2	% 3
Price	20	53	47	16.7%	44.2%	39.2%
Use of engaging methods	14	25	81	11.7%	20.8%	67.5%
Experienced teacher	14	20	86	11.7%	16.7%	71.7%
Reviews from other students	23	46	51	19.2%	38.3%	42.5%
Flexible schedule	16	26	78	13.3%	21.7%	65.0%
Prompt feedback from the teacher	18	35	67	15.0%	29.2%	55.8%



## DISCUSSION

As key and important approaches in the field of needs analysis research can serve Present Situation Analysis (PSA) suggested by Richterich and Chancerel in 1977 and Target Situation Analysis (TSA) by Chambers (1980). Both approaches are meaningful methods that help to systematize overall needs analysis research combining initial and final goals of the research. PSA method highly contributed to the given study assessing ongoing situation and existing circumstances on needs of the respondents for learning a language. While PSA investigates current needs of the respondents, TSA method focuses more on identifying learners' specific language skills to function on a target situation, which could shape learners' future language needs and goals.

Modern research has also demonstrated the importance and effectiveness of the needs analysis research in teaching English. This approach allows us to identify the real needs of students, determine their current level of knowledge, and establish the gap between current language proficiency and desired learning outcomes (Bytyqi, 2021; Ekayati et.al 2020). First and foremost, a needs analysis ensures the validity of the curriculum content. Instead of using generic materials, instructors can tailor the course to a specific audience, their professional interests, academic goals, and future field of study. This is especially important in non-linguistic professions, where English performs an instrumental function. Furthermore, a needs analysis helps prioritize language skills (speaking, listening, reading, or writing), identify problem areas (such as grammar or vocabulary), and select the most effective teaching methods. This makes the teaching process more focused and effective.

Since the research was carried out in Kazakhstan it is essential to note previous research undertaken on needs analysis in this context. Though the number of research on needs analysis is considerably low, we would like to mention several authors that also further supported present study. All three authors, Kuzembayeva (2021), Sarsenbayeva et al. (2015), Amirbayeva (2024) emphasized the essential role of practical skills for good communication while learning English language, a point that aligns with the given study.

The practical part of the study set out to conduct needs analysis research of respondents' language needs, by stating questions about demographic information of the participants, their purpose needs, and language learning experiences, self-evaluated proficiency levels, challenging aspects in learning English, preferred language learning resources to study English, online learning experiences and preferred requirements when choosing a language course.

Based on the data obtained about "language learning experience", the greater part of the participants indicated "school and university" as the most widespread source of learning English. Additionally, some respondents participated in "language courses" along with school and university. Other forms of language study such as "self-study", "tutoring", and "learning via apps" played a secondary role, which showed that respondents mostly relied on formal education in terms of learning English language, although the trend towards independent development is gradually growing.

As for the respondents' motivation and goals pursuing learning English language, the survey results demonstrated that the main goals of learning English among respondents became "self-development" and "professional growth". A significant proportion of respondents also associated English proficiency with opportunities "to travel" and "study", highlighting the universality and social significance of English in modern society. Overall, the participants' motivation is characterized by a focus on personal and professional development.

The survey also aimed to find out the details about language level of the respondents. The predominant level of English proficiency among respondents evaluated their level of English as "intermediate". The majority of respondents (63 people, 52.5%) rated their level as intermediate. However, a noticeable proportion of participants indicated elementary level which comprised 48 respondents (40%). This indicates that almost half of the participants are at the basic language acquisition stage, despite school and university language learning experience, which is very important to take into account when planning training programs or designing a language course.

The next stage of the survey was to observe participants' challenging areas when learning English. The most two important challenging aspect according to the opinion of the respondents were "understanding and using grammar accurately" and "speaking and vocabulary", while "writing and text composition", "listening comprehension" remained less important than the previous two. Pronunciation and reading turned out to be the least difficult aspects. It means that respondents pay more attention to productive skills and need more practical skills of using grammar and vocabulary along with speaking. These aspects form the foundation for successful communication. Thus, in designing a language course, the priority should be given to the practical mastery of grammatical structures and the active development of speaking skills, which will enhance learners' overall language competence.

The findings from the Question # 8 revealed clear preferences among respondents regarding the "resources" they would use to learn English. The majority of the respondents preferred "communication with a native speaker". However, learning English with a tutor was also highly valued, while online courses and media resources such as videos, podcasts, apps and films were recognized as additional language learning resources. Moreover, traditional type of resources such as books and textbooks were seen as less attractive and artificial intelligence was mentioned only once. Overall, the results suggest that participants of the survey prioritize in-person communication type of learning, over traditional textbook and technology-driven methods when choosing resources for studying English.

The majority of respondents reported that they had not taken any online English courses. Nevertheless, at least a few participants had experience with online learning. Among the positive aspects, participants noted convenience and schedule flexibility. Accessibility of materials, opportunities to improve speaking skills and expand vocabulary. Among the negative aspects, respondents mentioned: lack of self-discipline, absence of feedback from the instructor, certain inconveniences of online platforms.

The most important criteria for the respondents when applying for the language course was "professionally experienced teacher". This means that the competence of the instructor of the course plays a significant role in shaping learners' trust and motivation. Additionally, the use of interesting methods and techniques and flexible study schedule, feedback from the teacher were also valuable for the participants too, that can also be considered as influential factor when designing a language course. In contrast, the price of the course and feedback from other learners were accepted as less important factors. Generally, the analysis of this question suggest, when designing a language course, a special emphasis should be put on qualified language instructors, effective teaching methods and flexible learning schedule.

## CONCLUSION

The findings of the study successfully addressed stated research questions as well as provide valuable insights into needs analysis research for language course design. As results have shown, the majority of participants of the survey experienced learning English primarily at school and university, while independent learning through tutoring or self-study is less common but gradually increasing.

The majority of participants preferred develop themselves through learning English as well as consider that the knowledge of English could possibly enhance their career in the future. Practical purposes such as travel and study abroad were not less important as the significant portion of respondents see English language as the global tool to navigate internationally and associate it with academic success.

In spite of the fact that many participants evaluated their level of language as intermediate, a substantial share reported elementary proficiency. In addition, the question about language challenges identified speaking, grammar and vocabulary as most challenging aspects of a language, which highlights the necessity of prioritizing practical grammar and speaking practice in future course design.

In terms of learning resources, participants showed a strong preference for interactive and communicative approaches, particularly communication with native speakers and learning with tutors, while traditional textbooks and AI tools were viewed as less effective. Despite limited experience with online English courses, respondents expressed both positive and negative positions, such as flexibility and accessibility as well as lack of feedback and self-discipline.

Finally, respondents placed the greatest importance on having qualified and experienced teacher, which was followed by engaging teaching methods and flexible study schedules. Professionally competent teacher is associated with a guarantee of quality education. An experienced teacher is perceived as a bearer of knowledge.

The results of the research underscore the importance of course design that could equip learners with necessary practical skills to communicate fluently in English for their needs be it travel or self-growth and somehow help learners to improve their overall language level.

In conclusion, conducting needs analysis research could be a strong instrument in building effective language course that could really meet students' language needs and other preferences. Secondly, needs analysis helps increase student motivation. When course content aligns with their real-world goals—whether career advancement, academic learning, or international communication—students demonstrate greater engagement and interest in the learning process.

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## Ағылшын тілі курсының құру үшін қажеттіліктерді талдау

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Халықаралық қарым-қатынас және шетелде оқу үшін ағылшын тілін үйрену соңғы жылдары өте танымал трендке айналды. Бұл елде ағылшын тілін үйренуге арналған көптеген онлайн курстардың пайда болуына әкелді. Дегенмен, мұндай курстардың тиімділігі көбінесе олардың оқушылардың нақты қажеттіліктеріне қанағалықты сәйкес келетініне байланысты. Бұл зерттеудің мақсаты ағылшын тілін оқыту курстарын жақсарту үшін оқушылардың тәжірибесін, мотивациясын және қалауларын, сондай-ақ ағылшын тілін үйренудегі қиындықтарды байқау және талдау болып табылады. Сауалнаманың мақсатты аудиториясы Қазақстанның әртүрлі қалаларынан 18 бен 23 жас аралығындағы 120 қатысушы болды. Нәтижелер қатысушылардың көпшілігі ағылшын тілін негізінен формальды білім бойынша үйренгенін және сөйлеу практикалық дағдыларында қиындықтарға тап болғанын және кәсіби өсу үшін тілді меңгеруді жақсартуға көмектесетін тіл үйрету әдістерін тарту элементтерімен интерактивті қарым-қатынасты қалайтынын көрсетеді. Мұндай курс алдындағы сауалнама студенттердің қажеттіліктері мен үміттерін шешуге ықпал етеді, сонымен қатар тіл бағдарламасын жасаушылар үшін пайдалы болуы мүмкін.

Кілт сөздер: қажеттіліктер талдауын зерттеу, қазіргі жағдайды талдау (PSA), тіл үйрену тәжірибесі, тілдік қалаулар.

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### **Исследование анализа потребностей для создания курса английского языка**

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*Изучение английского языка для международного общения и обучения за рубежом стало очень популярным в последние годы. Это привело к появлению множества онлайн-курсов английского языка по всей стране. Однако эффективность таких курсов во многом зависит от того, насколько хорошо они отвечают конкретным потребностям учащихся. Цель данного исследования – наблюдение и анализ опыта, мотивации и предпочтений учащихся, а также трудностей в изучении английского языка для улучшения курсов преподавания английского языка. Целевая аудитория опроса составила 120 участников в возрасте от 18 до 23 лет из разных городов Казахстана. Результаты показывают, что большинство участников изучали английский язык в основном в рамках формального образования и испытывают трудности, главным образом, с практическими навыками говорения, и предпочитают интерактивное общение с элементами вовлекающих методов обучения языку, которые могут действительно помочь улучшить владение языком для профессионального роста. Такой предкурсовой опрос может способствовать удовлетворению потребностей и ожиданий студентов, а также может быть полезен разработчикам языковых программ.*

*Ключевые слова: исследование анализа потребностей, анализ текущей ситуации (PSA), опыт изучения языка, языковые предпочтения.*

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### **К ВОПРОСУ ПОДГОТОВКИ БУДУЩИХ ПЕДАГОГОВ К НЕПРЕРЫВНОМУ ФИЛОЛОГИЧЕСКОМУ ОБРАЗОВАНИЮ ДЕТЕЙ ДОШКОЛЬНОГО И МЛАДШЕГО ШКОЛЬНОГО ВОЗРАСТА**

*В данной статье рассматриваются некоторые аспекты подготовки студентов, обучающихся по образовательным программам (ОП) «Дошкольное обучение и воспитание» (ДОВ) и «Педагогика и методика начального обучения» (ПМНО), к непрерывному филологическому образованию. Авторы провели ряд экспериментальных исследований по определению степени готовности будущих педагогов к качественной реализации речевых навыков и умений у детей младшего и дошкольного возраста. Подготовка студентов Образовательных программ «ПМНО» и «ДОВ» имеет специфику, которая заключается в том, что в системе дошкольного и начального образования присутствует полипредметное (беспредметное) обучение, которое предполагает высокую речевую активность, сопровождающую предметы и процессы образования в детском саду и школе. Успешное усвоение новых знаний и развитие коммуникативных навыков детьми дошкольного и младшего школьного возраста достигается путем создания непрерывной, последовательной и систематизированной образовательной среды.*

*Ключевые слова: филологическое образование, дети дошкольного возраста, дети младшего школьного возраста, ассоциативный метод, герменевтический круг, образовательная программа.*

### **ОСНОВНЫЕ ПОЛОЖЕНИЯ**

Современные подходы к подготовке педагогов в вузах базируются на следующих факторах: постоянно развивающиеся высокие технологии, социально-экономические условия развития страны, требования к «рынку педагогического труда», «обновление сферы