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**Abstract**

**T**eaching a new language is a very complex process. Teachers must be very well prepared in terms of methodologies, strategies, new trends, and have a good comprehension of the teaching context. According to Richards, Platt and H. Platt (1992), a needs analysis can be described as "the process of determining the needs for which a learner or group of learners requires a language and arranging the needs according to priorities" (p. 353). There are different ways in which this kind of information may be gathered. For instance, questionnaires, tests, interviews, or observations. The information is generally related to the situations where the target language is required, the objectives and purposes for acquiring the L2, the kinds of communications the students will need, and the level of proficiency that students should have. The purpose of this paper is to describe the results of a needs analysis carried out at Universidad de Los Andes in Táchira, Venezuela. It followed a mixed-method approach with a questionnaire and an interview script as the data collection instruments. Participants were 36 students of an English I class, and two professors of EFL. Results show that students would profit from sessions with integrated skills activities within the communicative approach.

**Key words**

Needs analysis (NA); instructional design (ID); learner-centered approaches; English as a foreign languages; linguistics skills

## **Addressing ULA students' wants, lacks, and needs in relation to their EFL classes: A needs analysis.**

**Resumen**

**E**nsenar un nuevo idioma es un proceso muy complejo. Los docentes deben estar muy bien preparados en cuanto a metodologías, estrategias, nuevas tendencias y tener una buena comprensión del contexto de enseñanza. Según Richards, Platt y Platt (1992), un análisis de necesidades puede describirse como "el proceso de determinar las necesidades para las cuales un estudiante o grupo de estudiantes requiere un idioma y organizar las necesidades de acuerdo con sus prioridades" (p. 353). Hay diferentes maneras en que se puede recopilar este tipo de información. Por ejemplo, cuestionarios, pruebas, entrevistas u observaciones. La información generalmente está relacionada con las situaciones en las que se requiere la lengua meta, los objetivos y propósitos para adquirir la L2, los tipos de comunicación que necesitarán los estudiantes y el nivel de dominio que los estudiantes deben tener. El propósito de este artículo es describir los resultados de un análisis de necesidades realizado en la Universidad de Los Andes en Táchira, Venezuela. Se siguió un enfoque de métodos mixtos con un cuestionario y un guion de entrevista como instrumentos de recolección de datos. Los participantes fueron 36 estudiantes de una clase de Inglés I y dos profesores de inglés como lengua extranjera. Los resultados muestran que los estudiantes pueden beneficiarse de sesiones con actividades de habilidades integradas dentro del enfoque comunicativo.

**Palabras clave**

Análisis de necesidades (NA); diseño instruccional (DI); enfoques centrados en el alumno; inglés como lengua extranjera; habilidades lingüísticas

## I. Introduction:

Teachers all over the world are interested in understanding the processes of teaching and learning. In every generation there are trends, ways of doing things, and demands that require new adaptations from the educational institutions. One way of doing this in a scientific fashion is through instructional design (ID). Among the various definitions of ID we have that it is a way of planning a training program that begins with an idea and follows a process of analysis, design, development, implementation, and evaluation (Piskurich, 2015). Hence, ID is a systematic procedure where educational and training programs aim to improve learning (Seel, Lehman, Blumschein, Podolskiy, 2017). ID can also be thought of as the fine tuning of the aligned curriculum into courses, units, and individual lessons (Redding, 2018). In this way, ID may respond to students' particular needs, wants and lacks; and there is where a needs analysis takes place.

Jordan (1997), quoting Richard et al. (1992), establishes that a needs analysis is "the process of determining the needs for which a learner or group of learners requires a language and arranging the needs according to priorities... it makes use of both subjective and objective information" (p. 20). In this process, the author establishes that there are different kinds of needs analysis: "under the umbrella term of needs analysis other approaches have been incorporated. These include: target-situation analysis, present-situation analysis, deficiency analysis, strategy analysis, means analysis, language audits and constrains." (Jordan, 1997, p. 22). A target situation analysis (TSA) focuses on the needs of the

students at the end of an L2 course; the present situation analysis (PSA) is meant to explore what the students' language development at the beginning of a course is like and the learner centered approaches that adapt to the students' different contexts.

In this way, in Venezuela, the absence of English teachers in High Schools and the scarce instruction on this L2 make it too difficult for students who want to study in a foreign language program at University to successfully carry on with their studies. In this way, it becomes difficult for these students to meet the goals expected by their professors, which favors demotivation. To know that they do not have the required English linguistic skills and the economic resources to pay for private classes may make them decide to abandon their studies.

The foregoing is evidenced in training courses such as the minor in Education in Foreign Languages: English and French, at the Universidad de Los Andes, Tachira in Venezuela. Freshmen students in this university program report that their High School studies have not fully covered the development of their communicative skills in English. On the other hand, it is stated that the knowledge related to foreign languages focuses mostly on the teaching of language structures and linguistics in general, rather than on the development of English communicative skills. Therefore, it seems almost logical to carry out a needs analysis to describe the students' lacks, needs, and wants in relation to the subject English I. This may work as a way to help these students enhance those communicative skills that need more reinforcement.

Therefore, this study aims to describe ULA students' needs, wants, and lacks in relationship to their English communicative skills. This study bears in mind the following questions:

1. What academic listening, speaking, reading, and writing skills do learners of English I at ULA consider as important?
2. What problems do ULA EFL students have while speaking, listening, reading, and writing English, according to both students and teachers?
3. What are ULA EFL students' wants and expectations about their English language classes?
4. What improvements would students like to see and teachers like to make in their English language classes?

## II. Methodology:

As it was established before, there are different ways of doing a needs analysis: a target-situation analysis, a present-situation

analysis the learning-centered approaches, among others. The approach that best fits the present study is a present-situation analysis for various reasons: a) It addresses the students' state of language development at the beginning of the English I course; b) The sources of information will be the students themselves (36 students), and the professors that currently teach English I; c) The learners' needs are the center of the analysis.

It has been conducted in a mixed-methods design to provide significant insights and thoughts from the participants regarding their needs, lacks, and wants for learning English I at ULA University in Tachira. Thus, the research includes quantitative and qualitative data, gathered through a questionnaire and interviews.

### Participants:

The questionnaire was answered by the 36 students of English I at ULA University, and the interviews were carried out with two professors of English I.

Variable	Category	Frequency	Percentage
Age	16-18	6	16.7%
	19-21	21	58.3%
	22-24	7	19.4%
	25-27	2	5.6%
	28-30	0	0%
Gender	Female	24	66.7%
	Male	12	33.3%
	Other	0	0%
English course	English I	36	100%
	Other	0	0%
Previous Studies of English	Yes	22	61.1%
	No	14	38.9%

**Table 1. Descriptive Statistics of the informants.**

In **Table 1**, descriptive statistics of the students are shown. The age range is the following: 6 students are between ages 16-18 (16.7%); 21 students are between ages 19-21 (58.3%); 7 students are between ages 22-24 (19.4%); 2 students are between ages 25-27 (5.6%); and there are no students older than 27 years of age. Regarding gender, there were 24 female students (66.7%), and 12 male students (33.3%). Out of the 36 students taking the English I course at ULA Tachira, 22 (61.1%) assured they had studied English before this class, while 14 said they had not (38.9%). As for the two professors in charge of the class, a man and a woman (36 and 32 years old), they have previously taught this class.

#### **Instruments and Data Collection:**

As it was previously mentioned, this research took a mixed-method approach. For quantitative data a questionnaire was applied; and for the qualitative data a semi-structured interview script was used. The questionnaire was divided into four parts, each one of them looked to answer the questions that inspired the research. The same questions were used as reference for the interview script, so the answers of the students and the professors could be contrasted. After being validated by three experts, the questionnaire was transcribed into a Google-Form and sent to the students. The interview was conducted face to face on the professors, recorded, and then transcribed.

#### **Data Analysis:**

To analyze the data concerning what academic speaking, reading, writing, and listening skills learners consider important

(Q1), the standard deviation was used, taking the answer **Important (4)** as the desirable **mean value** to select those answers that are more relevant for the students. Since all English I students participated in the survey, the formula  $\sigma = \sqrt{\sum(x_i - \mu)^2 / N}$  was applied to the items. The professors' answers were codified and categorized to contrast with the students. Therefore, the analysis followed an Explanatory Sequential Design (ESD), that means, it uses quantitative data that is followed up with qualitative data with the purpose of interpreting or providing the quantitative data with further explanations.

### **III. Results and Discussions:**

**Q1: What academic listening, speaking, reading, and writing skills do learners of English I at ULA consider as important?**

**The Importance of each speaking, reading, writing, and listening skills:**

Students were eager to evaluate which of the speaking skills were important for them. **Table 02** shows the mean value (M) for each one of the statements regarding speaking skills, with the respective standard deviation (SD). All of the mean values are above 3 (neutral) and go a little bit beyond 4 (very important). That means that students believe that in speaking English, from major to minor, it is very important: S1. To have a good English pronunciation; S5. To be able to answer questions; S6. To communicate ideas confidently; S4. To be able to present information/ideas; S7. To speak English clearly; S10. To be good at English linking and intonation.; S8. To communicate ideas fluently; S2. To be able to ask English questions; S9. To speak English accurately; and S3. To participate actively in discussions.

English Speaking Skills	N	Minimum	Maximum	Mean (M)	Standard Deviation (SD)
S1. English pronunciation.	36	1	5	4.72	0.50
S5. Answering questions.	36	1	5	4.61	0.48
S6. Communicating ideas confidently.	36	1	5	4.58	0.72
S4. Presenting information/ideas.	36	1	5	4.55	0.54
S7. Speaking clearly.	36	1	5	4.55	0.76
S8. Communicating ideas fluently.	36	1	5	4.52	0.60
S2. Asking questions.	36	1	5	4.44	0.54
S9. Speaking accurately.	36	1	5	4.33	0.74
S3. Participating actively in discussions.	36	1	5	4.25	0.79
S10. English linking and intonation.	36	1	5	4.19	0.81

**Table 02. Importance of English-Speaking Skills.**

It is important to mention that working on students' anxiety must be essential in helping them to fully achieve competent speaking skills in. According to what professors said in their interview, this should be worked from the very beginning.

In relation to the English reading skills, **table 03** shows the M and the SD for each one of the items presented. In this opportunity, two values are between 3 (neutral) and 4 (important): S16. To use your own words in note taking; and S15. To Take brief, relevant notes. In this way, students

do not decide fully on the importance of taking notes. Perhaps, this is because they do not have enough L2 skills to write comprehensive notes while reading some materials. Nevertheless, they considered as important the following skills (in order of major to minor): S12. To be able to read carefully to understand a text; S13. To identify key ideas; S17. To read quickly to get overall meaning; S18. To work out the meaning of difficult words; S14. To understand the organization of a text; S20. To connect previous knowledge to the reading; S11. To identify supporting ideas/examples; S19. to understand specialist vocabulary.

Reading Skills	N	Minimum	Maximum	M	SD
S12. Reading carefully to understand a text.	36	1	5	4.50	0.64
S13. Identifying key ideas.	36	1	5	4.36	0.67
S17. Reading quickly to get overall meaning.	36	1	5	4.30	0.56
S18. Working out meaning of difficult words.	36	1	5	4.30	0.81
S14. Understanding the organization of a text.	36	1	5	4.27	0.76
S20. Connecting previous knowledge to the reading.	36	1	5	4.21	0.80

S11. Identifying supporting ideas/examples.	36	1	5	4.11	0.84
S19. Understanding specialist vocabulary.	36	1	5	4.02	0.92
S16. Using own words in note taking	36	1	5	3.83	0.92
S15. Taking brief, relevant notes	36	1	5	3.77	0.78

**Table 03. Importance of English Reading Skills.**

On the other hand, when talking about English writing skills, **table 04** shows the M and SD in the students' answers for the statements on English writing skills. One more time, there are two statements that students have not fully decided whether they remain neutral or consider important: S29. To write references/bibliographies; and S27. To write conclusions. For the rest of the statements, students pointed out they were important (from major to minor): S31.

To express ideas clearly/logically; S21. To have good English spelling; S33. To write coherent paragraphs; S34. To proofread written assignments; S22. To have good English punctuation; S35. To link sentences smoothly; S32. To synthesize information/ideas; S25. To write the body of a texts; S30. To summarize/paraphrase; S23. To know the different types of academic texts; S26. To write supporting ideas and details.; S24. To write introductions; S28. To address sources.

Writing Skills	N	Minimum	Maximum	M	SD
S31. Expressing ideas clearly/logically	36	1	5	4.63	0.75
S21. English spelling	36	1	5	4.60	0.52
S33. Writing coherent paragraphs	36	1	5	4.47	0.74
S34. Proof-reading written assignments	36	1	5	4.38	0.71
S22. English punctuation	36	1	5	4.38	0.79
S35. Linking sentences smoothly	36	1	5	4.35	0.74
S32. Synthesizing information/ideas	36	1	5	4.33	0.74
S25. Writing the body of a text	36	1	5	4.25	0.86
S30. Summarizing/paraphrasing	36	1	5	4.25	0.92
S23. Differentiating the types of academic texts	36	1	5	4.08	0.92
S26. Writing supporting ideas and details	36	1	5	4.08	1.01
S24. Writing introductions	36	1	5	4.05	0.84
S28. Referring to sources	36	1	5	4.00	0.88
S27. Writing conclusions	36	1	5	3.97	0.89
S29. Writing references/bibliographies	36	1	5	3.75	0.98

**Table 04. Importance of English Writing Skills.**

In relation to listening, **table 05** shows the M and SD in the importance of listening. In this opportunity, S29. Writing references/bibliographies is between neutral and important. As for the rest of the items, students considered very important the following skills: S37. To understand questions; S45. To understand

key vocabulary; S41. To understand lecturer's accents; S38. To understand the main ideas of lectures; S42. To Identify differing views/ideas; S43. To follow a discussion; S40. To take brief, clear notes; S36. To understand classmates' accents; S39. To understand the organization of lectures.

Listening Skills	N	Minimum	Maximum	M	SD
S37. Understanding questions.	36	1	5	4.58	0.49
S45. Understanding key vocabulary.	36	1	5	4.48	0.67
S41. Understanding lecturer's accents.	36	1	5	4.41	0.72
S38. Understanding the main ideas of lectures.	36	1	5	4.41	0.75
S42. Identifying differing views/ideas.	36	1	5	4.36	0.67
S43. Following a discussion.	36	1	5	4.27	0.80
S40. Taking brief, clear notes.	36	1	5	4.11	0.87
S36. Understanding classmates' accents.	36	1	5	4.00	0.94
S39. Understanding the organization of lectures.	36	1	5	4.00	0.94
S44. Recognizing supporting ideas/examples.	36	1	5	3.97	0.83

**Table 05. Importance of English Listening Skills.**

In regard to the professors, they agreed that developing the four communicative skills is very important, and that *speaking* plays an important role for the subject English I:

**Professor N1:** [I am developing a subject or curricular unit called development of oral communicative competence in English I of the third semester there they develop, what is speaking or what is oral skill, and everything that has to do with it. With phonetics, everything that has to do with phonology. So there, **more emphasis should be placed on the development of oral skills.**]

**Professor N1:** [I believe that all, listening, speaking, reading, writing skills must be taken into account when teaching a language.]

**Professor N2:** [there are moments where they have to speak because that is the competence that perhaps, they are most afraid of- So it is the one that must be worked on from the very beginning as well. You don't have to leave it for later because more obstacles are created, more filters that don't allow it to develop better, so I like to start on working with that.]

**Professor N2:** [well the answer to the first question about what linguistic skills I am developing in my English class and in the courses, I am using the four skills. I tried to do it in a comprehensive way because one should not neglect any of them because we simply do not know why people need English.]

Among the oral skills that they consider that are necessary to work on, we have good understanding of vocabulary, good sentence structure, a good structure of ideas. The verbal elements: intonation, rhythm, the purpose for communication. And also, to go beyond the phonemes, helping the students to understand how they are combined to give meaning for achieving communication.

**Q2: What problems do ULA EFL students of English have while speaking, listening, reading, and writing English, according to both students and teachers?**

**Students' lacks in terms of speaking, listening, reading, and writing.**

When discussing about the students' lacks, it is important to take into consideration that they evaluated different

statements from 1 (No problem at all) to 5 (I have many problems). In terms of needs analysis, the mean value 4 indicates that the problem needs to be addressed. **Table 06** shows students' lacks in speaking where S48. Expressing one's ideas represents the mean value that is problematic for students. This means that they find it difficult to speak out what they have in their minds. The rest of the statements remain in a neutral and almost problematic position. In order of necessity: S46. To have a good pronunciation; S49. To use a great variety of English expressions; S47. To speak fluently and coherently; S52. To know a lot of English vocabulary; S51. To have opportunities to practice English conversations; S53. To use the different verb tenses; S54. To use linking words to connect ideas; S55. To be understood by others; S50. To have confidence while speaking in English.

Problems in speaking	N	Minimum	Maximum	M	SD
S48. Expressing one's ideas.	36	1	5	4.02	1.09
S49. Using a great variety of English expressions.	36	1	5	3.97	1.04
S47. Speaking fluently and coherently.	36	1	5	3.72	1.07
S52. Knowing a lot of English vocabulary.	36	1	5	3.61	0.97
S51. Having opportunities to practice English conversations.	36	1	5	3.58	1.21
S53. Using the different verb tenses.	36	1	5	3.58	3.58
S54. Using linking words to connect ideas.	36	1	5	3.52	1.21
S55. Being understood by others.	36	1	5	3.44	1.06
S50. Having confidence while speaking in English.	36	1	5	3.44	1.14
S46. Pronunciation	36	1	5	3.25	1.21

**Table 06. Students' lacks in speaking.**

Discussing listening, **table 07** shows the M and SD for the listening skills statements. Here S60. To understand fast English speaking, represents one of

the aspects that is important to address. The other ones are between a neutral and problematic position for the students: S57. To Understand different English accents;



S63. To answer back coherently while being asked; S56. To comprehend other's speech; S61. To Understand the general context in conversations and lectures;

S59. To Practice English listening; S58. To Have access to different English recordings; S62. To Ask the speaker to clarify meaning.

Problems in Listening	N	Minimum	Maximum	M	SD
S60. Understanding fast English speaking.	36	1	5	4.02	1.23
S57. Understanding different English accents.	36	1	5	3.69	1.26
S63. Answering back coherently while being asked.	36	1	5	3.38	1.33
S56. Comprehending other's speech.	36	1	5	3.13	1.22
S61. Understanding the general context in conversations and lectures.	36	1	5	3.08	1.32
S59. Practicing English listening.	36	1	5	3.05	1.17
S58. Having access to different English recordings.	36	1	5	3.05	1.31
S62. Asking the speaker to clarify meaning.	36	1	5	3.00	1.41
S64. Distractions while listening	36	1	5	3.00	1.41

**Table 07. Students' lacks in listening.**

In this order of ideas, and moving to **table 08**, the results show that in reading, the mean values are on 3 (neutral), which indicates that they do not have so much problem with reading comprehension. In order of considering them, almost problematic, we have S68. To understand some words; S71. To read without Spanish

translation; S65. To identify the kinds of text; S67. To do a fast reading to have a general idea of a text; S70. To find good resources to practice English reading; S66. To find the main ideas; S64. To understand the writers' purpose; S69. To identify the introduction, body and conclusion of the text.

Problems in Reading	N	Minimum	Maximum	M	SD
S71. I read without Spanish translation.	36	1	5	3.41	1.18
S65. Identifying the kinds of text.	36	1	5	3.22	1.10
S67. Doing a fast reading to have a general idea of a text.	36	1	5	3.13	1.18
S70. Finding good resources to practice English reading.	36	1	5	2.94	1.22
S66. Finding the main ideas.	36	1	5	2.91	1.08
S64. Understanding the writers' purpose.	36	1	5	2.83	1.09
S69. Identifying the introduction, body and conclusion of the text.	36	1	5	2.76	1.27
S68. Understanding some words.	36	1	5	2.33	1.15

**Table 08. Students' lacks in reading.**

Regarding writing, **table 09** shows that the mean value remains in a neutral position, ranking them in the following order: S77. To spell and have good punctuation; S73. To Use advanced vocabulary; S74. To Write different kinds

of texts; S75. To writing cohesive texts; S81. To revise text production accurately; S78. To subordinating ideas; S80. To write accurately; S79. To Practice daily writing; S72. To understand English grammar; S76. To link ideas.

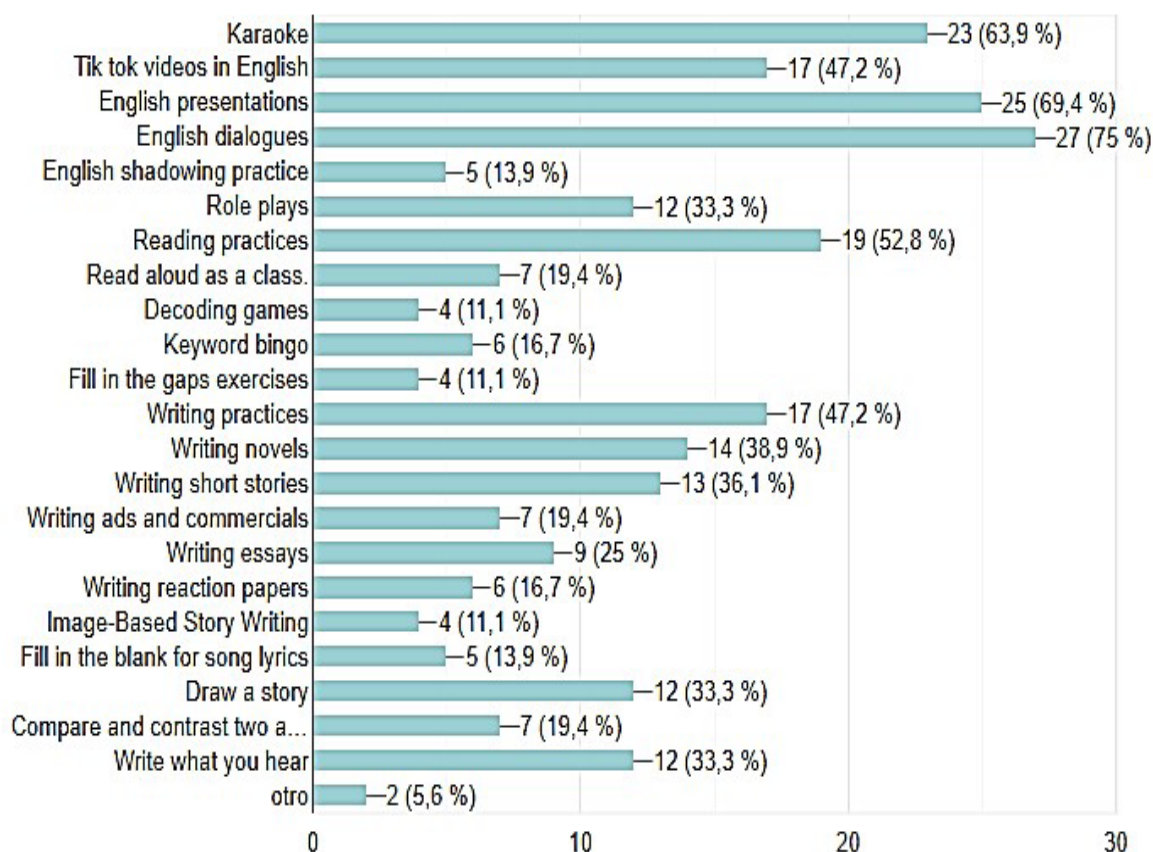
Problems in Writing	N	Minimum	Maximum	M	SD
S73. Using advanced vocabulary.	36	1	5	3.88	1.09
S74. Writing different kinds of texts.	36	1	5	3.72	1.09
S75. Writing cohesive texts.	36	1	5	3.61	1.18
S81. Revising text production accurately.	36	1	5	3.58	1.18
S78. Subordinating ideas.	36	1	5	3.52	1.09
S80. Writing accurately.	36	1	5	3.47	1.21
S79. Practicing daily writing.	36	1	5	3.47	1.30
S72. English grammar.	36	1	5	3.41	1.11
S76. Linking ideas.	36	1	5	3.41	1.11
S77. Spelling and punctuation.	36	1	5	3.22	1.22

**Table 09. Students' lacks in writing.**

The professors' points of view regarding the major problems in the students may be summarized as follows: students need to identify themselves with the studies they are taking at the university. They should work on their intrinsic motivation and knowledge of how to use technology to learn a language. They should also read more in the target language, and manage their time better.

**Q3: What are ULA EFL students' wants and expectations about their English language classes?**

In terms of their expectations, students prefer: to work alone 22.2% (8 students); to work in pairs 25% (9 students); to work in teams 22.2% (8 students); all of the choices 38.9% (14 students). About their classes, they expect more: hybrid classes 58.3% (21 students); 33, 3% expect face to face classes (12 students); and virtual classes 8.3% (3 students). The 5 most popular activities, expected in the classes are: karaokes 63,9% (23 students); tik toks videos 47,2% (17 students); English presentations 69, 4% (25 students); English dialogues 75% (27 students). To see all the list, see Graphic



**Graphic N1. Learning strategies**

**Q4: What improvements would students like to see and teachers like to make in their English language classes?**

Students answer that they want to experience the results of the learning process in the language class. They want the class to be more practical, and more based on English interaction and oral performance. On the other hand, the professors expect to have fewer students in their English classes, so they can work more adequately. Also, to incorporate the technology, and the students to be more independent.

**IV. Conclusions**

Based on the data collected from the informants of this study, an integrated skills syllabus would be adequate to enhance students in the development of their English as an L2 skills. A good instructional design needs to help the students to improve the oral performance in English. The syllabus ought to incorporate formative information about the English tenses and some exercises. There should be a set of tips on how to develop the English skills as a way to get progressively independent from Spanish.

The design should include a unit on how to write different kinds of English texts. There should be a unit on searching for Academic information. The appropriate

approach for an instructional design is an integrated-skills course that would allow students to practice the four English skills, and within general contexts.

## INSTRUMENT FOR DATA COLLECTION

This study aims to gather information about the learning needs, lacks, and wants of ULA EFL under-graduate students in regards to their English competences (listening, speaking, reading, writing). Thank you for responding clearly, objectively, and impartially. The information you provide will be absolutely confidential.

### Needs Analysis Questionnaire for Students

1. Name: \_\_\_\_\_ Age: \_\_\_\_\_ Gender: \_\_\_\_\_
2. What English course are you enrolled in? \_\_\_\_\_
3. Have you studied English before? Yes \_\_\_\_ No \_\_\_\_

I. Please, assess which of the following academic English Skills you think are important for your class.

II.

Not important at all	Not important	Neutral	Important	Very Important
1	2	3	4	5

<i>English Speaking Skills</i>					
1. English pronunciation	1	2	3	4	5
2. Asking questions	1	2	3	4	5
3. Participating actively in discussions	1	2	3	4	5
4. Presenting information/ideas	1	2	3	4	5
5. Answering questions	1	2	3	4	5
6. Communicating ideas confidently	1	2	3	4	5
7. Speaking clearly	1	2	3	4	5
8. Communicating ideas fluently	1	2	3	4	5
9. Speaking accurately	1	2	3	4	5
10. English linking and intonation	1	2	3	4	5

<b><i>Reading Skills</i></b>					
11. Identifying supporting ideas/examples	1	2	3	4	5
12. Reading carefully to understand a text	1	2	3	4	5
13. Identifying key ideas	1	2	3	4	5
14. Understanding the organization of a text	1	2	3	4	5
15. Taking brief, relevant notes	1	2	3	4	5
16. Using own words in note taking	1	2	3	4	5
17. Reading quickly to get overall meaning	1	2	3	4	5
18. Working out meaning of difficult words	1	2	3	4	5
19. Understanding specialist vocabulary	1	2	3	4	5
20. Connecting previous knowledge to the reading	1	2	3	4	5
<b><i>Writing Skills</i></b>					
21. English spelling	1	2	3	4	5
22. English punctuation	1	2	3	4	5
23. Differencing the types academic texts	1	2	3	4	5
24. Writing introductions	1	2	3	4	5
25. Writing the body of a texts	1	2	3	4	5
26. Writing supporting ideas and details.	1	2	3	4	5
27. Writing conclusions.	1	2	3	4	5
28. Referring to sources	1	2	3	4	5
29. Writing references/bibliographies	1	2	3	4	5
30. Summarizing/paraphrasing	1	2	3	4	5
31. Expressing ideas clearly/logically	1	2	3	4	5
32. Synthesizing information/ideas	1	2	3	4	5
33. Writing coherent paragraphs	1	2	3	4	5
34. Proof-reading written assignments	1	2	3	4	5
35. Linking sentences smoothly	1	2	3	4	5
<b><i>Listening Skills</i></b>					
36. Understanding classmates accents	1	2	3	4	5
37. Understanding questions	1	2	3	4	5
38. Understanding the main ideas of lectures	1	2	3	4	5
39. Understanding the organization of lectures	1	2	3	4	5
40. Taking brief, clear notes	1	2	3	4	5
41. Understanding lecturer's accents	1	2	3	4	5
42. Identifying differing views/ideas	1	2	3	4	5
43. Following a discussion	1	2	3	4	5
44. Recognizing supporting ideas/examples	1	2	3	4	5
45. Understanding key vocabulary	1	2	3	4	5

III. Please indicate what problems you have been having when you speak, listen, read, and write in English.

No problem at all	No problem	Neutral	Some problem	So much problem
1	2	3	4	5

<i>Problems in speaking</i>					
46. Pronunciation	1	2	3	4	5
47. Speaking fluently and coherently	1	2	3	4	5
48. Expressing one's ideas	1	2	3	4	5
49. Using a great variety of English expressions	1	2	3	4	5
50. Having confidence while speaking in English	1	2	3	4	5
51. Having opportunities to practice English conversations	1	2	3	4	5
52. Knowing a lot of English vocabulary	1	2	3	4	5
53. Using the different verb tenses	1	2	3	4	5
54. Using linking words to connect ideas	1	2	3	4	5
55. Being understood by others	1	2	3	4	5
<i>Problems in Listening</i>					
56. Comprehending other's speech	1	2	3	4	5
57. Understanding different English accents	1	2	3	4	5
58. Having access to different English recordings	1	2	3	4	5
59. Practicing English listening	1	2	3	4	5
60. Understanding fast English speaking	1	2	3	4	5
61. Understanding the general context in conversations and lectures	1	2	3	4	5
62. Asking the speaker to clarify meaning	1	2	3	4	5
63. Answer back coherently while being asked	1	2	3	4	5
<i>Problems in Reading</i>					
64. Understanding the writers' purpose.	1	2	3	4	5
65. Identifying the kinds of text.	1	2	3	4	5
66. Finding the main ideas.	1	2	3	4	5
67. Doing a fast reading to have a general idea of a text.	1	2	3	4	5
68. Understanding some words.	1	2	3	4	5
69. Identifying the introduction, body and conclusion of the text.	1	2	3	4	5
70. Finding good resources to practice English reading.	1	2	3	4	5
71. I read without Spanish translation	1	2	3	4	5

<i>Problems in Writing</i>					
72. English Grammar	1	2	3	4	5
73. Using Advanced vocabulary	1	2	3	4	5
74. Writing different kinds of texts	1	2	3	4	5
75. Writing cohesive texts	1	2	3	4	5
76. Linking ideas	1	2	3	4	5
77. Spelling and punctuation	1	2	3	4	5
78. Subordinating ideas	1	2	3	4	5
79. Practice daily writing	1	2	3	4	5
80. Writing accurately	1	2	3	4	5
81. Revising text production accurately	1	2	3	4	5

IV. Please answer the following question:

**When studying English, you prefer:**

- To work along
- To work in pairs
- To work in groups

**How do you prefer your English classes?**

- In face to face methodology
- In virtual classroom methodology
- In hybrid methodology (face to face and virtual)

**What kind of activities and strategies do you want to do in your English classes? More than one choice is possible.**

- |  |   |
|--|---|
| <input type="radio"/> Karaoke                    | <input type="radio"/> Writing novels                                |
| <input type="radio"/> Tik tok videos in English  | <input type="radio"/> Writing short stories                         |
| <input type="radio"/> English presentations      | <input type="radio"/> Writing ads and commercials                   |
| <input type="radio"/> English dialogues          | <input type="radio"/> Writing essays                                |
| <input type="radio"/> English shadowing practice | <input type="radio"/> Writing reaction papers                       |
| <input type="radio"/> Role plays                 | <input type="radio"/> Image-Based Story Writing                     |
| <input type="radio"/> Reading practices          | <input type="radio"/> Fill in the blank for song lyrics             |
| <input type="radio"/> Read aloud as a class.     | <input type="radio"/> Draw a story                                  |
| <input type="radio"/> Decoding games             | <input type="radio"/> Compare and contrast two audio advertisements |
| <input type="radio"/> Keyword bongo              | <input type="radio"/> Write what you hear                           |
| <input type="radio"/> Fill in the gaps exercises | <input type="radio"/> Other   |
| <input type="radio"/> Writing practices          |   |

If you choose **OTHER**, which activities would you propose? \_\_\_\_\_

\_\_\_\_\_

V. Please answer the following open question:

What improvements would you like to make for the current English language class? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Thank you so much for your time!**

This study aims to gather information about the learning needs, lacks, and wants of ULA EFL under-graduate students in regards to their English competences

(listening, speaking, reading, writing). Thank you for responding clearly, objectively, and impartially. The information you provide will be absolutely confidential.

### **Needs Analysis Interview Questions for Professors**

1. Name: \_\_\_\_\_ Age: \_\_\_\_\_ Gender: \_\_\_\_\_
2. What English course do you teach? \_\_\_\_\_
3. How long have you teach this subject? \_\_\_\_\_

1. What listening, speaking, reading, and writing skills are you teaching in your English language class?
2. What English skills do you think are important for students?
3. What do you think are the most pressing problems for your language students?
4. What improvements would you like to make for the current English language class?
5. What do you feel is the greatest source of difficulty with English among the ULA students of English I?

**Thanks for your answers.**



**NOTE:** Adapted from Song, Y. & Zhou, J. (2022).

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