# An Investigation of Students' Needs towards Effective Teaching in EFL classrooms

1st Author- Ms. Aye Pa Pa Myo*, M.A (English), Assistant Lecturer, Department of English, Yangon University of Education, Myanmar .

*Abstract :* It is very important for teachers to notice the needs of the students in learning English in all EFL classrooms to manage in teaching effectively and successfully in EFL classrooms. So, the research makes an attempt to investigate to get aware of student's needs towards the effective teaching in EFL classrooms. The main aim to do this research is to explore the needs of the students in the EFL classrooms that can be supportive for teachers to teach effectively and successfully. The research took four weeks. As the sample, sixty students from Second Year and Fourth Year classes at Yangon University of Education were involved in this research. It was conducted through analytical approach by using questionnaire. Data were collected and analyzed with quantitative research method. The results from this research show that the needs of the students are abundant but the most significant needs of the students are language needs, social needs and needs related to relevant subjects that they are still studying at Yangon University of Education. In brief, the findings will be beneficial for further research concerning need analysis of the students towards effective teaching.**.**

*IndexTerms* **effective teaching, need analysis, needs related to relevant subjects, language needs, social needs**

## I. INTRODUCTION

In EFL classrooms, it is very essential for the teachers to notice and realize the needs of all students before starting their teaching. There are different kinds of needs that all students can have in their classrooms. It can be expected that common needs of the students include the needs of the social dealing among the students, the needs of the learning tools such as stationary, the needs of learning the subjects such as learning hindrances, the needs of language in learning the target language as well as the needs of learning other subjects. Generally, students frequently encounter the needs of target language and most of them have the weakness in language background and language competency. To investigate such kinds of needs of the students in EFL classrooms, this research paper has an attempt to do a research to notice the needs of the students in these classrooms leading to effective teaching by providing necessary language input based on the previous research "Exploring EFL Learners' Preferences, Perceived Needs, and
Perceptions about Language Learning Strategies" according to the following sections.

1.1 Purpose of the study
In this section, there are two parts. They are general aim and specific aims or objectives to do this research.

General Aim
The general aim is to investigate Students' needs towards effective Teaching in EFL classrooms.

Specific Aims or Objectives

The specific aims or objectives are as follow:

• to give the questionnaire to students at the beginning of the second semester know the general needs of these students
• to give the questionnaire to them within the last week of the first month of this term to know the language needs
• to give the questionnaire to them to know language needs after providing language input besides general needs for effective teaching
• to give the questionnaire to them within the last week of the second month of this term to know language needs after providing language input for more effective teaching

1.2 Research questions

☐ What kind of needs do the students have at the beginning of the second term of schooling year?
☐ What kind of language needs do they have at the end of the first month of the second term?
☐ What kind of language needs do they have besides general needs after providing necessary language input at the beginning of the second month of this term for effective teaching?

☐    What kind of language needs do they have still at the end of the second month of this term for more effective teaching?

## 1.3 Significance of the study

This research is important for the teachers to notice the needs of the students in two EFL classrooms in order to become the effective teaching by providing necessary language input and filling up some weaknesses that these students encounter in learning in their classroom.

## 1.4 Limitations of the study

This research paper is concerned with the study of students' needs towards effective teaching in two EFL classrooms. It is mainly concerned with B.Ed. (2nd Year and 4th Year second semester) students from Yangon University of Education in Kamaryut Township, Yangon Region.

## 2. LITERATURE REVIEW

In this section, there are two parts: definition of some important key words and previous study Definition of Needs

The term" needs" refers to wants, desires, demands, expectations, motivations, lacks, constraints, and requirements. Needs are often described in term of the language deficiency that is as describing the difference between what a learner can presently do in a language and what he or she should be able to do. Teachers, learners, employers, parents, and other stakeholders may all have different view in needs. (Jack C. Richards, 2001)

Need Analysis

Need Analysis is to forecast and to plan, to organize, to command, to co-ordinate and to control. (Henri Fayol). One of the basic assumptions of curriculum development is that a sound educational program should be based on an analysis of learners' needs. Need analysis are procedures that are used to collect information about the learners' needs. As a distant and necessary phase in planning programs, it emerged in the 1960s. Need analysis was introduced into language teaching through ESP movement. (Jack C. Richards, 2001)

Purposes of needs analysis

Need analysis in language teaching may be used for a number of different purposes It may be used to find out what language skills a learner needs in order to perform a particular role such as manager and so on, to help determine if an existing course adequately addresses the needs of potential students, to determine which students from a group are most in need of training in particular language skills, to identify a change of direction that people in a reference group feel is important, to identify a gap between what students are able to do and what they are able to do and to collect information about a particular problem learners are experiencing.

Language needs

Language needs is defined as the actions taken to create  an environment that supports and facilitates academic and social- emotional learning. (Evertson and Weinstein). Generally, in an EFL classroom, students encounter some difficulties and problems in learning English as a foreign language. There are four skills in English and they are listening, speaking, reading and writing. Among them, listening is the most difficult for all learners to be familiar with. If a learner doesn't understand what the speaker says, he can't respond anything and communication will not be successful.

If they cannot speak or respond very well, communication will not be effective even though the learners understand what the speakers say. The other two skills- reading and writing will be also important. The ways to approach learning language can be quite different personally. Sometimes, reading can be very fundamental for learners to develop other three different skills. Having the knowledge of language skills is the significant needs of the EFL learners. There are also other needs that EFL learners in the classroom. The possible needs

that the students can have are lack of self-motivation, lack of motivation by teachers, lack of self-interest and lack of self-confidence.

Previous study

In the previous research, "Exploring EFL Learners' Preferences, Perceived Needs, and Perceptions about Language Learning Strategies", the researchers investigated the impact of language experience and academic level on the perceived needs of Iranian undergraduate EFL learners. Two groups of Iranian TEFL female students (freshmen and senior) were compared regarding their preferences, perceived needs and perceptions of different activity types /two freshman and twenty nine senior MA students with the age range of 25-35 were considered as the subject of this study. They were asked to fill out the questionnaire through email and they were given the confidence that the collected data would remain anonymous.

Results revealed that there was a significant difference between freshman and senior EFL learners in their preferences, needs and opinions about various types of activities, and various aspects of language education. The findings also revealed that freshmen students required more practice in grammar and pronunciation than vocabulary for them. The most difficult components of language were pronunciation, vocabulary and grammar respectively; however, the senior students reported that vocabulary and grammar were the most difficult component of language skill and pronunciation was the least one.

## 3. RESEARCH METHODOLOGY

This study focused on the needs of the students in two EFL classrooms which can be supportive for the effective teaching of teachers who are teaching English at colleges, institutes, universities and external language classes. In this section, there are four main parts. They are sample, instrumentation and procedure and data analysis.

Sample

In this research, sixty students including thirty males and thirty females were selected as the targeted population or the sample according to their interest and enthusiasm. They were second-year and fourth-year Non-English Specialization students attending the second semester course at the Yangon University of Education, Kamaryut Township, Yangon Division.

Instrumentation

In this study, the questionnaires were used to explore the needs of the students who encounter in EFL classrooms. The questionnaire included six dimensions, they are language needs, physical organization of the classroom, rules and procedures, lesson planning and lesson delivery, disciplinary interventions, teacher - student relationships, and mental set.

Procedure

According to procedure, the students were given the questionnaires four times to know the general needs and the language needs for effective teaching. The following are the questionnaires.

I. Give TRUE or FALSE of the following sentences. Q(1)
1. I need the desks and whiteboard in the classroom.
2. I need to know other school subjects.
3. I need the quiet and clean classroom environment.
4. I always obey school rules and disciplines.
5. Sometimes I don't want to adhere the rules and disciplines.
6. I am an obedient and helpful student for all teachers.
7. I think I am interested in all subjects.
8. I think English is the most interesting subject for me.
9. I think English is the difficult subject for me.
10. I think English is the fear most subject for me.

II.    Write the short paragraph about the things you are fond of in your classroom. Q(2)

III.    Give TRUE or FALSE of the following sentences. Q(3)+Q(4)

1.    I like listening to the texts in English course book.
2.    I don't like listening to some texts in English course book.
3.    I don't understand some listening texts in the classroom.
4.    I don't understand some lessons that my teacher taught in English in the classroom.
5.    I missed some school lessons in the classroom.
6.    I always do homework, assignments and projects.
7.    I like learning English more than other subjects.
8.    Studying English is interesting for me but it is difficult to learn.
9.    I am afraid of speaking English but I want to speak English well.
10.    I am happy in reading English texts.
11.    I prefer to listening to all lessons that my teacher taught in English in the classroom
12.    I understand all lessons that my teacher taught in English in English.
13.    I think I can speak English more than before.
14.    I think English becomes the favourite subject for me.
15.    Now I think I can write the essays more than before.
16.    I think my English is improving after giving language input by the teacher.

Data Analysis

In this part, there are two parts. They are findings and findings of quantitative study. Due to the data analysis on quantitative study, the needs of the students can be seen in following parts.

Findings

This section contains findings of quantitative study. In quantitative study, the data resulted from the questionnaire given to students was used to investigate the needs of the students in the classroom including language needs, physical organization of the classroom, rules and procedures for effective teaching. The questionnaire included 27items.

Findings of Quantitative Study

In this study, LN refers to language needs, PO refers to physical organization of the classroom, RP refers to rules and procedures, LS refers to language skills, TSR refers to teacher-student relationships, and MS refers to mental set.

| STUDENTS' NEEDS | NUMBER OF STUDENTS | MOST | MORE | AVERAGE |
|---|---|---|---|---|
| LN | 60 | 50% | 33% | 17% |
| PO | 60 | 17% | 33% | 50% |
| RP | 60 | 33% | 33% | 34% |
| LS | 60 | 50% | 33% | 17% |
| TSR | 60 | 33% | 33% | 34% |
| MS | 60 | 33% | 33% | 34% |
| OS | 60 | 50% | 33% | 17% |

Table.2 Percentages  shown the needs of the students collected within second month of the second term

| STUDENTS' NEEDS | NUMBER OF STUDENTS | MOST | MORE | AVERAGE |
|---|---|---|---|---|
| LN | 60 | 17% | 33% | 50% |
| PO | 60 | 17% | 33% | 30% |
| RP | 60 | 33% | 33% | 34% |
| LS | 60 | 17% | 33% | 50% |
| TSR | 60 | 17% | 33% | 50% |
| MS | 60 | 17% | 33% | 50% |
| OS | 60 | 30% | 20% | 10% |

Figure 1.Percentages  shown  the  needs  of  the  students  collected within first month of the second term
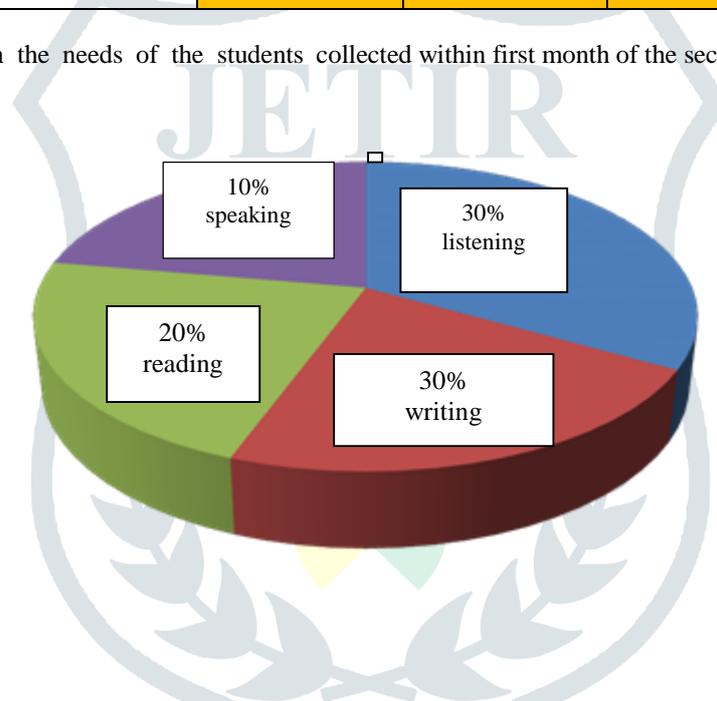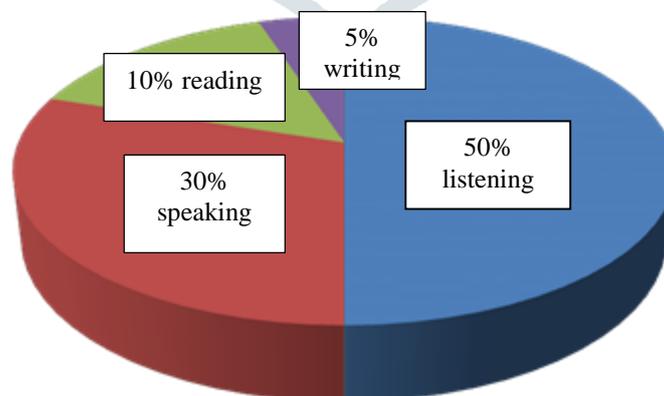


Figure.2 Percentages shown the language needs of the students collected within second month of the second term



According to the data of the needs of the students collected from making questionnaire four times, within the first month of the second term, the language needs of the students were 50%, at most and 30% in average, however, those needs related to the students collected within second month of the second term reduced upto 17% at most and 50%. In detail, listening skill of the students needed at most at the beginning of this semester but in the second month of this term, this need became decreased in average upto 50%. Similarly, the needs of the reading skill changed from 20% to 10%, but, the need of the writing skill got decreased from 10% to 5%. However, there was no change in the needs of the speaking skill.

Concerning the rules and procedures as well as physical organization of the classroom, there was no change with 17% and 33% at most as well as 50% and 34% in average respectively if the data from first month and second month of this second term. Similarly, due to data related to teacher-student relationships, TSR and mental set, there was the significant change in students' needs by reducing from 33% to 17% in both cases at most and by rising from 34% to 50% in average. By analyzing the findings, students had the needs in the EFL classrooms depending on different types of needs. But the level of their needs became fewer and fewer within the period of doing research. But in the needs of the students related to rules and procedures as well as physical organization of the classroom, the level of students' needs still remain constant that will hinder to be effective teaching.

But, in the language needs, the level of their needs had the remarkable change in listening skill because the students had the frequent chance to listen to all lessons taught in English in EFL classroom. In the same way, the level of reading and writing skills developed under the good training and providing the proper language input by the teacher although there was no improvement based on data from questionnaire.

The findings from this research showed that the most significant change in needs of the students can be found in analyzing data on language needs. This can be very effective in language teaching. According to the data on teacher-student relations and mind set, the needs of the students became decreased which will be also effective in language teaching. It can be clearly seen that making effective language teaching actually depends on knowing the students' needs especially the needs of language skill in EFL classroom.

Conclusion

Generally, there are some common needs that students may have in language learning and language teaching in EFL classrooms. In this research, the researcher found that some students 'needs which can be found in the EFL classrooms and the most significant needs are language needs in language learning by focusing on the sampled students' results from three questionnaires. This is because in Myanmar, English is foreign language and students have to learn English as a compulsory subject at school from primary level to high school level but as the school course book, just reading and writing skills are subjected to teach English. So most of the students who finished from government schools have poor or mild knowledge of English, especially they have weakness in writing. For other two skills, listening and speaking skills are unfamiliar with them. As a result, when they start learning English at institutes and universities, they often feel depressed and inferior in learning English in EFL classrooms with other students who come from different areas. In brief, all findings from this research will be supportive for further research related to students' needs.

Suggestion

The following facts will be the good suggestions for all teachers especially, EFL teachers. They will need to know the needs of the students in EFL classroom. The common language needs relate to the weakness of language skills that they have had since their earlier school life in order to provide the necessary language input for improvement of their language skills. Furthermore, teachers should prepare their lessons, deliver the lesson by using appropriate teaching strategies, involve the learners in various activities during the lessons and intimate the students to obey rules and regulations. Teachers need to observe students' behavior carefully and think deeply how to solve such problems if they have some problems.

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## AUTHORS

1st Author- Ms. Aye Pa Pa Myo*, M.A (English), Assistant Lecturer, Department of English, Yangon University of Education, Myanmar .