

## Analysis of language Learning Needs of Tenth-grade Iranian Students

Fatemeh Mohammadi Sadegh

M.A. in TEFL, Khorasan Razavi Department of English, Mashhad, Iran  
F.135708@gmail.com

Received: 06 September, 2022

Accepted: 10 September, 2022

### ABSTRACT

The present study examined and analyzed the language learning needs of Tenth-grade Iranian Students. Despite the significant role of needs analysis in language learning, no attempt has been made to explore the current language learning needs of Tenth- grade students and these needs are apparently unknown at present. To do this, this research evaluate and discussed the current language learning needs of Tenth-grade students. Also, this project highlighted the most and the least important language learning needs of them. To this purpose, the data was collected through questionnaire. 250 EFL learners of different high schools in Zahedan were selected to answer the questionnaire. The questionnaire developed by Kittidhaworn (2001) and surveyed seven dimensions of language learning needs, and the extent of the importance, was remarked by Tenth-grade learners of high schools. According to obtained data, the most important language learning need was "listening Skill", and the least one attributed to the "Language Function" from their points of view. It is expected that the findings of this study may help teachers, students, and researchers who are interested in effective assessment of language learning needs and also administrators who are responsible for organizing and implementing them.

**Key words:** English Language Learning (ELL), Needs analysis, EFL Learners

### تحلیل و بررسی نیازهای دانش آموزان ایرانی پایه دهم در یادگیری زبان

در این پژوهش، نیازهای یادگیری زبان آموزان ایرانی پایه دهم مورد تجزیه و تحلیل قرار گرفتند. با وجود نقش مهم تجزیه و تحلیل نیازها در یادگیری زبان، تلاشی برای بررسی نیازهای فعلی یادگیری زبان دانش آموزان پایه دهم نشده است و ظاهراً این نیازها در حال حاضر شناخته شده نیستند. از اینرو، این تحقیق نیازهای فعلی یادگیری زبان دانش آموزان پایه دهم را به بررسی و بحث گذاشت. همچنین، این پروژه بر اهمیت ترین و کم اهمیت ترین نیازهای یادگیری زبان آموزان را مشخص کرد. بدین منظور داده ها از طریق پرسشنامه جمع آوری شدند. ۲۵۰ نفر از زبان آموزان دبیرستان های مختلف برای پاسخ به پرسشنامه انتخاب شدند. پرسشنامه هفت متغیر مربوط به نیازهای یادگیری زبان را مورد بررسی قرار داد و میزان اهمیت آن ها توسط دانش آموزان پایه دهم مشخص شد. با توجه به اطلاعات به دست آمده، از دیدگاه زبان آموزان با اهمیت ترین نیاز یادگیری زبان آموزان، «مهارت شنیدن»، و کم اهمیت ترین آن به «نقش های زبانی» اختصاص داده شد. امید است که یافته های این پژوهش به معلمان، دانش آموزان و محققانی که علاقه مند به ارزیابی مؤثر نیازهای یادگیری زبان هستند و همچنین مدیرانی که مسئول سازماندهی و اجرای آنها هستند کمک کند.

**واژگان کلیدی:** یادگیری زبان انگلیسی، تحلیل و بررسی نیازهای یادگیری، زبان آموزان زبان انگلیسی

## INTRODUCTION

Needs analysis is defined as a process for identifying and defining valid curriculum and instructional management objectives in order to facilitate learning in an environment that is closely related to the real-life situations of the student (Kayi, 2008). Kayi (2008) stated that if language instructors are not aware of their students' needs, developing a curriculum could be problematic. Hence, in order to create an effective curriculum and run an efficient language program, it is imperative to learn about students' needs such as the reasons they study the language, their perceived language level, their expectations from courses in the language program, and their learning styles. As part of the educational program, English is thought at all grades of high school students across the country (Valadi, 2011). Needs analysis or also often called as need assessment, is important as a principal stage in course design and is widely practiced before designing a curriculum (Long, 2005). In the article by Brindly (2004), he provides a wider definition of the term "needs" as it is used in needs analysis for educational purposes. Richards (2001) stated the significance of needs analysis in providing a reliable and valid basis for setting goals and objectives, developing syllabuses and teaching materials, as well as evaluation and renewal of a program. Moreover, in spite of obtaining the specific language needed in particular situations by asking language experts, it has also become useful to determine the overall needs as perceived by the learners themselves. The term needs here takes a longer meaning than often considered.

Hutchinson and Waters (2006) claimed that while conducting a need analysis, it may be difficult to achieve the real ideas of learners about a curriculum. For example, they may be reluctant to criticize authority, possibly thinking that it may prejudice their assessment, or simply they may be uninterested, feeling that any course revision will not help them, but only future learners. In this situation the best starting point for promoting helpful and frank feedback is an open and trusting relationship between the teachers and students. Needs analysis has had the beneficial effect of reminding teachers and syllabus designers that the final objective in language teaching is to enable the learner to communicate. It has also helped to emphasize the range and variety of uses to which the language is put. Generally, the outcome has been a greater sensitivity to students' needs seen in terms of a profile consisting of a number of variable and interrelated features including stylistic appropriateness, level of attainment, receptive/productive abilities, medium (speech/writing), units of meaning and forms of English.

Tenth- grade is a new grade in Iranian high schools. In Tenth-grade, the English language courses are compulsory courses that must be taken and passed by all students. The present study is conducted to evaluate the current language learning needs of Tenth-grade Iranian students. Furthermore, the research examined the most and the least important language needs.

**Statement of the Problem.** Needs analysis affects the individuals' educational life at the time of studying and their future life regarding their future careers and affairs. Those who are responsible for providing the English courses for the students should be aware of the possibility of some future needs of the learners too. According to Hutchinson and waters (2006) different learners have different interests and needs that have an important influence on their motivation to learn and therefore on the effectiveness of their learning that these needs support the development of the courses.

Twelve years of school study do not make students mastery over English and their proficiency and achievement of the majority of high school students is still unsatisfactory. Even though students are studying English, they are not able to produce even a single sentence without any grammatical error in



English. The reason stated for this is that they study school subjects from the examination point of view only. Our examination system is such that it tests students' rote memorization rather than testing their analytical and creative skills. In this process, they memorize lessons, reproduce them in exam halls and forget them in the same day itself. Students learn basic grammar at school level for the purpose of passing only in the examinations and not to face any real-life situations (Akbari, 2015). Besides, according to him, the prevalence of problems and challenges in teenage second language acquisition and particularly EFL contexts such as Iran has attracted researchers' attention to extensive research on findings, the sources of problems, and developing foundations to eliminate such problems.

One of the main focuses of the language learning is needs analysis that is the foremost step which leads to preparing a learner-centered curriculum within a learner-centered approach. Despite the significant role of needs analysis in language learning, no attempt has been made to explore the current language learning needs of Tenth- grade Iranian students and these needs are apparently unknown at present. To do this, this work aspired to explore the current language learning needs of Tenth-grade Iranian students. Furthermore, the researcher specified the most and the least important language learning needs of them. Thus, the present study made an effort to analyze the following questions:

1. What are the current language learning needs of Tenth-grade Iranian students?
2. What are the most and the least important language learning needs of Tenth-grade Iranian students?

### **Significance of the Study**

At first, this study helps to recognize the students' current and future English language needs from a pedagogical perspective to meet learners' needs. Secondly, instructors and decision-makers would be able to devise a practical strategy for satisfying learners' goals suited to their needs and interests, because a successful language learning program is one which fulfils the learners' needs. In fact, identifying the specific needs of students, as a necessary starting point, would help in the process of successful curriculum development. Then, examining the students' needs in order to assess how well the academic and professional language needs of the students and describing its strengths and weaknesses, is essential. Thus, understanding of these needs which emerges, can be used as the basis on which to define appropriately the effective objectives, goals, syllabus and teaching methodologies that constitute the major part of the curriculum. Interestingly, the decision to investigate needs and evaluate the course, can be ascribed to the crucial role, that these educational needs play in course design and development, in materials production, and in the methodology of teaching. Moreover, the analysis of students' needs, interests, abilities and difficulties is necessary to identify what they would like to do with the language, what areas need to improve, what skill of language they lack and what kind of problems they encounter. At the end, the results of the current quantitative method research are expected to be transferable to the similar courses.

### **LITERATURE REVIEW**

Moslemi et al., (2011) investigated the foreign language learning needs of Iranian MA students majoring in biology, psychology, physical training, accounting and west philosophy. The study was designed on qualitative and quantitative survey basis using interviews, questionnaires, and texts. The result revealed



that majority of the participants were dissatisfied with the current ESP courses for MA students. Most of the participants asked for an urgent need for revision and reconsideration of English instruction in the Iranian educational system as well as universities, stating that Iranian students do not have enough exposure to English language in a way that help them to fulfill their subjective and objective needs. Another study was done by Rashidi and Kehtarfard (2014) who considered Iranian third-grade high school English textbook. Having investigated the students' perceived foreign language needs, the researcher then used it as the basis for evaluating the textbook. The results of the textbook evaluation revealed that although all language skills and components were almost important for the majority of the students, the textbook could not fully support all of them together. Finally, it was suggested that the textbook be revised or at least supplemented by other instructional materials, so that it could be more effective for the EFL students. A year later, Zahedi et al., (2015) analyzed the language needs of Iranian undergraduate students of computer engineering in order to find out whether there is any significant difference in perceptions between the students and their ESAP teachers, concerning their reading skill needs. The results showed that there was a significant difference between perceptions of the students and their teachers about their reading skill needs and 'Reading' was mentioned as one of the most difficult skills for the students. Moreover, it was found that the majority of students suffered from low level of General English Language Proficiency, and also 'low motivation' and the 'character' of teachers were found to be important factors affecting students' learning. Shahmoradi and Izadpanah (2017) investigated the English language needs of the Persian literature university students. The study was experimental and quantitative in nature. As the results had shown, reading skill was the most important skill in academic studies of the Persian literature university students, speaking skill was the most essential skill in their future profession, and writing skill was the main skill that would be important in their private/social life. Furthermore, the female specialist English teachers' perspective was different from male ones regarding Persian literature university students' learning needs and target needs.

In a recent study, Najjarbaghseyyah (2020) tried to identify how EAP textbooks match/mismatch with the EAP learners' needs. The sample of the study included 40 participants who had passed 'English for the Students of Science (ESS)' as the main textbook of the EAP course completed a structured interview questionnaire. Findings of the study showed that EAP learners prioritized reading, writing, listening, and speaking English language skills respectively as the main language needs in the EAP community of practice. Although the design of the EAP textbook matched learners' needs at the macro-level of needs analysis, there was little enough evidence in the content of the book that could support and match these EAP learners' needs.

In the most recent study, Nazari and Zaroori (2021) analyzed the leading role of needs analysis in English for Academic Purposes courses and the necessity of reconsidering such courses in Iran. To this aim, data were elicited from 132 undergraduates, 20 graduates working as physiotherapists, 20 content teachers, and 9 language teachers at four medical universities in Tehran. The findings indicated that, although most of the skills and sub-skills in target needs were considered important or very important by all the stakeholders, there were differences in the preferences and priorities of different groups. The results of the self-assessment section also revealed the skills in which the students need improvement. The findings also signified some issues and options in EAP courses for physiotherapy students.





## METHOD

### Participants and Sample

The participants of this study were Iranian EFL learners who were studying English in Zahedan female high schools (15 Khordad, Khadijeh Kobra, & Hannaneh). At first, among all the students of these schools, 250 English learners were the participants of the current study in Tenth- grade. During the implementing of the project, 30 of them excluded by some reasons. In the other words, analyzing was done on the language learning needs of 220 students. All of them were female whose age ranges from 15 to 16, and received English for three hours a week. They were elementary learners that their English proficiency is not usually so high. Tenth-grade classes were selected by researcher where she was teaching English to them. In the other words the intact classes were chosen by the researcher. Selecting the participants was based on available sampling in which the participants (EFL learners) were chosen based on their availability. It is one of the major forms of nonprobability sampling which was applied in the current research (Ary et al., 2014).

### Instruments

In order to gather data, a two-part questionnaire was employed in this study

#### Learning Needs Questionnaire

A two- part questionnaire developed by Kittidhaworn (2001), was used for gathering data from the participants. The first part (Part A) asks for the demographic information on their gender, years of studying English in the school. The second part (Part B) concerns the participants' English-language needs for their study in their Tenth-grade English course. This part comprises 40 items of English-language needs in four major areas: 5 items of Language Structures, 6 items of Rhetorical Categories, 8 items of Language Functions and 21 items of Language Skills. The area of Language Skills is broken down into four sub-skills, including 4 items of Listening Skills, 5 items of Speaking Skills, 4 items of Reading Skills and 8 items of Writing Skills. The participants were asked to check in only one box under the four levels of importance on each item in Part B to indicate their English needs in each area listed in the questionnaire. The four levels of importance used in the questionnaire are "Very Important", "Moderately Important", "Slightly Important" and "Not Important". It should be noted that the reliability for the items of questionnaire (Language Structures, Rhetorical Categories, Language Functions, Listening Skill, Speaking Skill, Reading Skill, and Writing Skill) were tested in the present study and the Cronbache's alpha value were greater than 0.70, which indicating the acceptable level of reliability.

### Data Collection and Analysis Procedure

As it was mentioned above, the researcher selected Tenth-grade classes in the mentioned high schools where she was teaching English in all of them. At first, 250 students served as the subjects of the study, but due to the absence of 30 students, analyzing was done on 220. The following procedures were followed to collect data. Employing questionnaire was one of the instruments for gathering data to address the research objectives. At first, the researcher herself attended their classes for collecting data. She told learners that they don't need to write their names and what they state in the papers would remain confidential; therefore, they would be encouraged to give their true response to any item. Also, she asked



the EFL learners if there were any questions or concerns. The original English questionnaire was translated into Persian to ensure that the participants easily follow its items and then it was translated back into English to ascertain that the translated one had the same interpretation. Furthermore, the reliability of questionnaire calculated and reported in the previous part. After that, all of the translated questionnaires distributed to them. Then, the researcher read the questions one by one, and also waited step by step patiently until they answered. They should have responded to all questions carefully without any time limitation. Finally, all the questionnaires were gathered and SPSS software was used for analyzing and interpreting data.

**Table 1**

*Reliability Statistics of Questionnaire's Items*

Dimension Questionnaire	Reliability
Language Structures	0.75
Rhetorical Categories	0.75
Language Functions	0.70
Listening Skill	0.80
Speaking Skill	0.72
Reading Skill	0.82
Writing Skill	0.81

The questionnaire analyzed the current learners' needs in terms of Language Structures, Rhetorical Categories, Language Functions, Listening Skill, Speaking Skill, Reading Skill, and Writing Skill. Explanation of what mentioned above shows that the needs can be measured. The Statistical Package for the Social Science (SPSS) software was used to analyze the collected data from questionnaires. In fact, frequency, mean, and percentage of responses were calculated for analyzing the students' responses. Moreover, Friedman and chi square tests of goodness of fit were used in inferential statistics. Eventually, the results were analyzed, detailed, and displayed in the next part.

## RESULTS

### Frequency Distribution of Respondents (Questionnaire)

In this section descriptive statistics analysis was conducted in order to evaluate the current language learning needs of Tenth-grade learners. Frequency and percentage of each item were used in order to investigate every question related to the needs analysis. These results are presented in the following tables.

The first analyzed variable is "Language Structure" consists five statements related to the needs of Tenth-grade students. As the first table demonstrated, most of the EFL learners regarded that all the parts related to "Language Structure" are very important.



**Table 2***Frequency Distribution of "Language Structure"*

Language Structures	Not Important	Slightly Important	Moderately Important	Very Important
	F / P	F / P	F / P	F / P
Vocabularies used in English texts	0	5 (2.3%)	52 (23.6%)	163 (74.1%)
Word structures	1 (0.5%)	14 (6.4%)	95 (43.2%)	110 (50%)
Grammatical structures frequently used	7 (3.2%)	11 (5%)	75 (34.1%)	127 (57.7%)
Grammatical structures for general communications	2 (0.9%)	14 (6.4%)	49 (22.3%)	155 (70.5%)
Signaling syntactic boundaries using punctuation marks	5 (2.3%)	35 (15.9%)	119 (54.1%)	61 (27.7%)

**Table 3***Frequency Distribution of "Rhetorical Categories"*

Rhetorical Categories	Not Important	Slightly Important	Moderately Important	Very Important
	F / P	F / P	F / P	F / P
Logical connectors used to link clauses and sentences	2 (0.9%)	22 (10%)	118 (53.6%)	78 (35.5%)
Classification	1 (0.5%)	14 (6.4%)	66 (30%)	139 (63.2%)
Definition	3 (1.4%)	13 (5.9%)	53 (24.1%)	151 (68.6%)
Exemplification	3 (1.4%)	9 (4.1%)	49 (22.3%)	159 (72.3%)
Generalization	2 (0.9%)	29 (13.2%)	107 (48.6%)	82 (37.3%)
Chronological sequence	1 (0.5%)	18 (8.2%)	63 (28.6%)	138 (62.7%)

As table 3 indicates, most of the learners, about (54%) and (49%) regarded that "logical connectors" and "Exemplification" are moderately important. After that, nearly 63%, 68%, 62% declared "Classification", "Definition", and "Chronological Sequence" are very important respectively.

Table 4 Shows the careful analysis toward "Language Functions". Based on the results, most of the participants assumed that describing process and procedures, reporting information from other sources, and summarizing the results of a group project are moderately important. While, a great percentage of them reported that giving instructions or directions, using tables, diagrams, graphs to summarize data, and making an outline for a presentation, report or project are very important.



**Table 4***Frequency Distribution of "Language Functions"*

Language Functions	Not Important	Slightly Important	Moderately Important	Very Important
	F / P	F / P	F / P	F / P
Describing processes and procedures	2 (0.9%)	10 (4.5%)	122 (55.5%)	86 (39.1%)
Giving instructions or directions	0	12 (5.5%)	81 (36.8%)	127 (57.7%)
Reporting information from other sources	2 (0.9%)	32 (14.5%)	108 (49.1%)	78 (35.5%)
Summarizing the results of a group project, a report, or a text	3 (1.4%)	18 (8.2%)	111 (50.5%)	88 (40%)
Using tables, diagrams and graphs to summarize data	3 (1.4%)	29 (13.2%)	98 (44.5%)	90 (40.9%)
Making an outline for a presentation, report or project	4 (1.8%)	24 (10.9%)	82 (37.3%)	110 (50%)

**Table 5***Frequency Distribution of "Listening Skill"*

Language Skills (Listening)	Not Important	Slightly Important	Moderately Important	Very Important
	F / P	F / P	F / P	F / P
Listening to classroom lectures by teacher(s)	1 (0.5%)	0 (0%)	13 (5.9%)	206 (93.6%)
Listening to group discussions	2 (0.9%)	7 (3.2%)	70 (31.8%)	141 (64.1%)
Listening to class presentations by students	1 (0.5%)	19 (8.6%)	79 (35.9%)	121 (55%)
Listening to activities of the textbooks	3 (1.4%)	8 (3.6%)	27 (12.3%)	182 (82.7%)

According to received data, great percentages of EFL learners considered that listening to classroom teacher's lectures, listening to group discussions, listening to class presentations by students, and listening to activities of the textbooks are very important. In the other words, all of the statements related to listening skill were very important in their points of view.

Different statements related to "speaking skill" were examined. As table 6 displayed Tenth-grade students announced that "Asking and answering questions" (76.4%), "Introducing yourself and others in a variety of situations" (62.7%), Stating opinions or ideas about different topics during classroom





activities (50%), and Making requests (62.3%) are very important. Moreover, they stated that presenting a group project is moderately important (53.2%).

**Table 6**

*Frequency Distribution of "Speaking Skill"*

Language Skills (Speaking)	Not Important	Slightly Important	Moderately Important	Very Important
	F / P	F / P	F / P	F / P
Asking and answering questions during the group or class discussions	1 (0.5%)	7 (3.2%)	44 (20%)	168 (76.4%)
Introducing yourself and others in a variety of situations	2 (0.9%)	10 (4.5%)	70 (31.8%)	138 (62.7%)
Presenting a group project	2 (0.9%)	26 (11.8%)	117 (53.2%)	75 (34.1%)
Stating opinions or ideas about different topics during classroom activities	2 (0.9%)	17 (7.7%)	91 (41.4%)	110 (50%)
Making requests	0 (0%)	12(5.5%)	71 (32.3%)	137 (62.3%)

**Table 7**

*Frequency Distribution of "Reading Skill"*

Language Skills (Reading)	Not Important	Slightly Important	Moderately Important	Very Important
	F / P	F / P	F / P	F / P
Reading English texts in various fields for comprehension	0	7 (3.2%)	43 (19.5%)	170 (77.3%)
Reading public instructions	2 (0.9%)	11 (5%)	68 (30.9%)	139 (63.2%)
Reading exercises and activities.	1 (0.5%)	5 (2.3%)	42 (19.1%)	172 (78.2%)
Reading for particular purposes	1 (0.5%)	13 (5.9%)	51 (23.2%)	155 (70.5%)

The study also analyzed the "Listening skill". Most of the EFL learners acclaimed that all the statements are very important for them. That's to say, the great percentages of answers related to the "very important" options (Table 7).

That last part of the questionnaire, evaluated the learners' needs of writing skill. All of the learners noted that all the statements, writing report, assignment, letters, resume, application form, examination answers, and essay on topics are very important. Just 46.4% of them remarked writing captions is moderately important (Table 8).



**Table 8***Frequency Distribution of "Writing Skill"*

Language Skills (Writing)	Not Important	Slightly Important	Moderately Important	Very Important
	F / P	F / P	F / P	F / P
Writing a report or an assignment	2 (0.9%)	9 (4.1%)	45 (20.5%)	164 (74.5%)
Writing English letters	7 (3.2%)	21 (9.5%)	87 (39.5%)	105 (47.7%)
Writing a résumé	1 (0.5%)	25 (11.4%)	67 (30.5%)	127 (57.7%)
Filling in application forms	2 (0.9%)	12 (5.5%)	90 (40.9%)	116 (52.7%)
Taking notes on lectures, presentation.	3 (1.4%)	26 (11.8%)	67 (30.5%)	124 (56.4%)
Writing captions to describe diagrams, tables and graphs	4 (1.8%)	40 (18.2%)	102 (46.4%)	74 (33.6%)
Writing examination answer	0 (0%)	4 (1.8%)	18 (8.2%)	198 (90%)
Writing an essay on topics of readings	7(3.2%)	20 (9.1%)	88 (40%)	105 (47.7%)

**Overall Descriptive Statistics of Variables**

The study evaluated the research variable that are; Language Structures, Rhetorical Categories, Language Functions, Listening Skill, Speaking Skill, Reading Skill, Writing Skill that the means of them are 3.4, 3.47, 3.32, 3.68, 3.49, 3.67, and 3.46 respectively. Therefore, the most language learning need related to listening skill (M=3.68), and the least one related to language function (M=3.32) in terms of descriptive analysis.

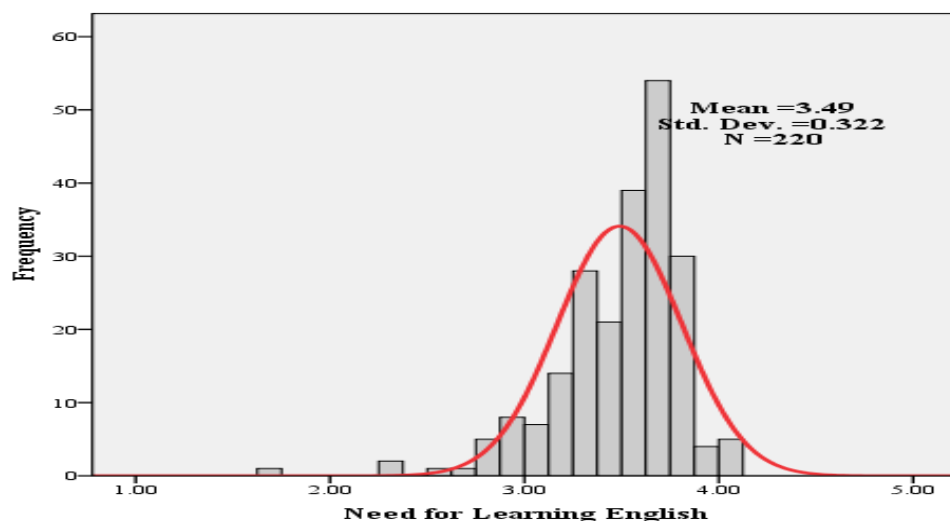
**Table 9***Descriptive Statistics of Variables*

Variable	N	Minimum	Maximum	Mean	SD	Skewness	Kurtosis	
Variables	Language Structures	220	1.40	4	3.46	0.43	-1.38	2.84
	Rhetorical Categories	220	1.33	4	3.47	0.40	-1.26	3.24
	Language Functions	220	1.50	4	3.32	0.43	-0.90	1.64
	Listening Skill	220	2.25	4	3.68	0.36	-1.42	2.29
	Speaking Skill	220	1.60	4	3.49	0.38	-1.39	3.46
	Reading Skill	220	1.50	4	3.67	0.39	-1.89	5.42
	Writing Skill	220	1.25	4	3.46	0.45	-1.43	3.43
Need for Learning English	220	1.68	4	3.49	0.32	-1.60	4.92	



**Figure 1**

*Histogram of language Learning Needs of Tenth-grade Iranian Students*



As figure 1 displayed the total mean and standard deviation of needs for learning English is 3.49 and 0.32 respectively.

### Analyzing the Research Questions

#### 1. *What are the current language learning needs of Tenth-grade Iranian students?*

For answering the question, Chi Square Test of Goodness of Fit was used. Regarding table 10, Chi-square is 243.04, and based on P-Value (0.0005) that is less than 0.01, there is a significant difference between observed frequency (OF) and expected frequency (EF). Also, 141 of the students (64.1%) declared that needs for learning English is very important.

**Table 10**

*Frequency Distribution of Needs for Learning English*

Needs for Learning English	OF (%)	EF	Chi-square	df	P-Value
<b>Not Important</b>	1(0.5%)	55	243.04	3	0.0005
<b>Slightly Important</b>	7(3.2%)	55			
<b>Moderately Important</b>	71(32.3%)	55			
<b>Very Important</b>	141(64.1%)	55			
<b>Total</b>	220	220			

The first part of the questionnaire examined the "Language Structure". The results of the table 11 indicated that the value of the test was 290.8 ( $\chi^2 = 290.8$ ,  $df = 3$ ). According to (P-Value = 0.0005) that is less than 0.01, there is a difference between observed frequency (OF) and expected frequency (EF), and most of the EFL learners (161) regarded the "Language Structure" part is very important (73.2%).



**Table 11***Frequency Distribution of "Lg Structure"*

Language Structures	OF (%)	EF	Chi-square	df	P-Value
Not Important	2(0.9%)	55	290.8	3	0.0005
Slightly Important	12(5.5%)	55			
Moderately Important	45(20.5%)	55			
Very Important	161(73.1%)	55			
Total	220	220			

The second part of the questionnaire examined the "Rhetorical Categories ". For figuring out the importance of this category, "Chi Square Test of Goodness of Fit" was used. The results of table 12 indicated that the value of the test was 215.13 ( $\chi^2 = 215.13$ ,  $df = 3$ ). According to (P-Value = 0.0005) that is less than 0.01, there is a difference between observed frequency (OF) and expected frequency (EF), and most of the EFL learners (137) regarded the "Rhetorical Categories" part as very important (62.3%).

**Table 12***Frequency Distribution of "Rhetorical Categories"*

Rhetorical Categories	OF (%)	EF	Chi-square	df	P-Value
Not Important	1(0.5%)	55	215.13	3	0.0005
Slightly Important	11(5%)	55			
Moderately Important	71(32.3%)	55			
Very Important	137(62.3%)	55			
Total	220	220			

The third part of the questionnaire investigated the "Language Function". For understanding the importance of this category, "Chi Square Test of Goodness of Fit" was used. The results of the table 13 indicated that the value of the test was 143.78 ( $\chi^2 = 143.78$ ,  $df = 3$ ). Based on (P-Value = 0.0005) that is less than 0.01, there is a difference between observed frequency (OF) and expected frequency (EF), and a great number of the EFL learners (100) regarded the "Rhetorical Categories" part is very important (45.5%).

**Table 13***Frequency Distribution of "Language Function"*

Language Functions	OF (%)	EF	Chi-square	df	P-Value
Not Important	2(0.9%)	55	143.78	3	0.0005
Slightly Important	20(9.1%)	55			
Moderately Important	98(44.5%)	55			
Very Important	100(45.5%)	55			
Total	220	220			



The fourth part of the questionnaire investigated the "Listening Skill". For testing the importance of this category, "Chi Square Test of Goodness of Fit" was used. The results of the table 14 indicated that the value of the test was 228.47, ( $\chi^2 = 228.47$ ,  $df = 3$ ). Based on (P-Value = 0.0005) that is less than 0.01, there is a difference between observed frequency (OF) and expected frequency (EF), and a great number of the Tenth- grade students (145) assumed that listening is very important skill (65.9%).

**Table 14***Frequency Distribution of "Listening Skill"*

Listening Skill	OF (%)	EF	Chi-square	df	P-Value
Not Important	4(1.8%)	55	228.47	3	0.0005
Slightly Important	12(5.5%)	55			
Moderately Important	59(26.8%)	55			
Very Important	145(65.9%)	55			
Total	220	220			

The fifth part of the questionnaire investigated the "Speaking Skill". For examining the importance of this category, "Chi Square Test of Goodness of Fit" was used. The analysis of the table 15 indicated that the value of the test was 178, ( $\chi^2 = 178$ ,  $df = 3$ ). Due to (P-Value = 0.0005) that is less than 0.01, there is a significance difference between observed frequency (OF) and expected frequency (EF), and a great number of the Tenth- Ograde students (123) considered that speaking is very important skill (55.9%).

**Table 15***Frequency Distribution of "Speaking Skill"*

Speaking Skill	OF (%)	EF	Chi-square	df	P-Value
Not Important	2(0.9%)	55	178	3	0.0005
Slightly Important	14(6.4%)	55			
Moderately Important	81(36.8%)	55			
Very Important	123(55.9%)	55			
Total	220	220			

The sixth part of the questionnaire measured the "Reading Skill". For realizing the importance of this category, "Chi Square Test of Goodness of Fit" was employed. The results of the table 16 highlighted that the value of the test was 392.18 ( $\chi^2 = 392.18$ ,  $df = 3$ ). According to (P-Value = 0.0005) that is less than 0.01, there is a difference between observed frequency (OF) and expected frequency (EF), and most of the EFL (181) regarded the "Reading Skill" is very important (82.3%).

**Table 16***Frequency Distribution of "Reading Skill"*

Reading Skill	OF (%)	EF	Chi-square	df	P-Value
Not Important	2(0.9%)	55	392.18	3	0.0005





<b>Slightly Important</b>	8(3.6%)	55			
<b>Moderately Important</b>	29(13.2%)	55			
<b>Very Important</b>	181(82.3%)	55			
<b>Total</b>	220	220			

The last part of the questionnaire measured the "Writing Skill". For assessing the importance of this category, "Chi Square Test of Goodness of Fit" was employed. The results of the table 17 showed that the value of the test was 283.53 ( $\chi^2 = 283.53$ ,  $df = 3$ ) According to (P-Value = 0.0005) that is less than 0.01, there is a difference between observed frequency (OF) and expected frequency (EF), and most of the EFL (159) mentioned "writing" is also very important skill (72.3%).

**Table 17**

*Frequency Distribution of "Writing Skill"*

<b>Writing Skill</b>	<b>OF (%)</b>	<b>EF</b>	<b>Chi-square</b>	<b>df</b>	<b>P-Value</b>
<b>Not Important</b>	3(1.4%)	55	283.53	3	0.0005
<b>Slightly Important</b>	10(4.5%)	55			
<b>Moderately Important</b>	48(21.8%)	55			
<b>Very Important</b>	159(72.3%)	55			
<b>Total</b>	220	220			

As it was mentioned before, one of the objectives of the study was highlighting the most and the least important language learning needs of Tenth-grade Iranian students. To do this, the following question was postulated, and data analysis provided.

## **2. What are the most and the least important language learning needs of Tenth-grade Iranian students?**

For analyzing this question, Friedman test was employed and the results are displayed in table 18. The result of this test was 218.42 ( $\chi^2 = 218.42$ ,  $df = 6$ ). According to (P-Value = 0.0005) that is less than 0.01, the language learning needs of Tenth-grade Iranian students were in various ranks. In the other words, the highest rank dedicated to listening skill (M= 5.18), and the least one related to the language function (M=2.85). Therefore, the Tenth-grade EFL learners considered that "Listening Skill" is the most important need, and "Language Function" is the least one.

**Table 18**

*Friedman test for Ranking 7 Variables*

<b>Factors</b>	<b>Mean Rank</b>	<b>Priority</b>	<b>Chi-square</b>	<b>N</b>	<b>df</b>	<b>P-Value</b>
<b>Listening Skill</b>	5.18	First	218.42	220	6	0.0005
<b>Speaking Skill</b>	5.12	2nd				
<b>Writing Skill</b>	3.79	3rd				
<b>Rhetorical Categories</b>	3.75	4th				



<b>Language Structures</b>	3.73	5th				
<b>Reading Skill</b>	3.58	6th				
<b>Language Functions</b>	2.85	The last				

## DISCUSSION

The study examined the needs of Tenth-grade learners based on the seven dimensions, and the extent of the importance, was measured from "Very Important" to "Not Important". For answering the proposed question, Chi Square Test of Goodness of Fit was used for evaluating every dimension. At first, analyzing the "Language Structure" indicated that most of the EFL learners (73.2%), regarded the "Language Structure" is very important. While, (14.5) % of them believed that the mentioned part is not / slightly important. Then, the questionnaire evaluated "Rhetorical Categories". Based on data analysis, 137 students remarked that this category is very important, 71 of them referred to moderately important, and 12 of them said it is not or slightly important. After that, the research surveyed the "language functions". Nearly (90%) of the Tenth-grade students and nearly (10%) of them believed that language functions are very or moderately important and slightly or not important respectively. Finally, the questionnaire examined the four language skills, listening, speaking, reading and writing. About (66%) of respondents highlighted that listening, (56%) speaking, (82%) reading, and (62%) writing skills are very important. This finding is generally consistent with the findings of Jafre-Bin-Zainol-Abidin (2009) that attempted to identify the English language needs of science students in English course for business purposes at university. The researcher administered a questionnaire to the students. All the skills were found to be the important skills from their points of view. It was recommended that university courses should consider students' needs that all skills should be given more emphasis in academic studies. Moreover, Rashidi and Kehtarfard (2014) who considered Iranian third-grade high school English textbook, revealed that although all language skills and components were almost important for the majority of the students, the textbook could not fully support all of them together. The results are not consisted with Moslemi et al., (2011) who reported that majority of the participants were dissatisfied with the current ESP courses for MA students.

For analyzing the second research question, Friedman test was employed and the results were displayed in the related table. The result of this test was 218.42 ( $\chi^2 = 218.42$ ,  $df = 6$ ). According to (P-Value = 0.0005) that is less than 0.01, the language learning needs of Tenth-grade Iranian students were in various ranks. As a results, the highest rank dedicated to the listening skill (M= 5.18), and the least one related to the language function (M=2.85). Therefore, with respect to the respondents' English language needs in relation to seven dimensions (Language Structures, Rhetorical Categories, Language Functions, Listening Skill, Speaking Skill, Reading Skill, Writing Skill), we can conclude that the Tenth-grade EFL learners considered that "Listening Skill" is the most important need, and "Language Function" is the least one. The results of the present study are also slightly in agreement with the study by Eid and Jordan-Domschot (2009). Showing that, "Listening skill" can be as one the most important language learning skill. On the whole, they declared that students need more to improve their speaking skill. However, the findings are not in line with Najjarbaghseyah (2020), showed that EAP learners prioritized reading and writing English language skills respectively as the main language needs in the



EAP community of practice. Also, the findings are not similar to research carried out by Manese, Sedlacek and Leong (2010). They mentioned that speaking skill is the most important skill than the other ones, although all of them play an important role to achieve students' learning needs.

### CONCLUSION AND IMPLICATIONS

The results obtained from data collection and data analysis displayed the response to the proposed research question. With respect to the careful analysis, most of the students reported the great importance of language learning needs. In the other words, they remarked their current language learning needs in terms of language structures and function, rhetorical categories, and four language skills. In addition, the careful analysis to the second research question discussed by details in the previous part. It is essential to note the percentages of the students' responses to the most and the least important language learning needs. That is to say, the most important language learning need was "Listening Skill", and the least one attributed to the "Language Function" from their points of view.

Findings of this study concentrated on the importance of analyzing the precise English-language needs that reported by the Tenth-grade EFL learners. The majority of these students indicated their positive perceptions on the importance of the English language needs by the percentages of their frequency responses to moderately important or very important. Theoretically, the researcher regards her study as displaying seven variables of language learning needs of Iranian students. Concentrating on different dimensions of language learning needs; teacher, decision-maker or instructors can understand the importance of these language needs of EFL learners and focus more on them. Furthermore, they will become more aware of the importance of students' needs. Therefore, they can employ different strategies and make effort to cover them. Teachers are the key to examine the students' language needs. Analyzing the language learning needs may have professional development in the educational context such as Language Institutes, schools, universities and etc. Therefore, teachers should be encouraged to take new roles and responsibilities on evaluating and reporting the language learning needs of learners, if the language learning needs can effectively enhance the teaching and learning qualities. Since analyzing the language learning needs of EFL learners is almost essential in the area of language teaching, the results of this study can assist teachers, educators, and administrators to design materials, syllabuses, and textbooks based on the students' language learning needs. Another important issue is that, majority of the participants assumed that assessing their language learning needs are very important. Thus, this study can suggest the usefulness and practicality of analyzing the language learning needs of students in the area of language teaching and learning.

### REFERENCES

- Akbari, Z. (2015). Current Challenges in Teaching/Learning English for EFL Learners: The Case of Junior High School and High School. *Procedia - Social and Behavioral Sciences*, 199 (3), 394–401.
- Ary, D., Jacobs, L., Sorensen, C., & Walker, D. (2014). *Introduction to Research in Education*, Wadsworth, Cengage Learning.
- Brindley, G. (2004). Needs Analysis and Objective Setting in the Adult Migrant Education Program. *English for Specific Purposes*, 26(4), 135-155.



- Eid, M. T. & Jordan-Domschot, T. (2009). *Needs Assessment of International Students at Eastern Oregon State College*. East Lansing, MI: National Center for Research on Teacher Learning.
- Hutchinson, T., & Waters, A. (2006). *English for Specific Purposes: A learning-centered approach*. Cambridge, United Kingdom: Cambridge University Press.
- Jafre-Bin-Zainol-Abidin, M. (2009). *The English Language Needs of Students at the Science University of Malaysia*. England: Keele University.
- Kayi, H. (2008). "Developing an ESL curriculum based on needs and situation analyses: A case study," *Journal of language and linguistic studies*, 4(1), 29-49.
- Kittidhaworn, P. (2001). *An assessment of the English-language needs of second-year Thai undergraduate engineering students in a Thai public university in Thailand in relation to the second-year EAP program in engineering*. Unpublished doctoral thesis, West Virginia University, USA
- Long, M. (2008). Overview: A rationale for needs analysis and needs analysis research. In M. Long, (Ed.). *Second language needs analysis* 1-18). Cambridge: Cambridge University Press.
- Manese, J. E., Sedlacek, W. E. & Leong, F. T. L. (2010). Needs and perceptions of female and male international undergraduate students. *Journal of Multicultural Counseling and Development*, 16(1), 24 – 29.
- Moslemi, F., Moinzadeh, A., & Dabaghi, A. (2011). ESP Needs Analysis of Iranian MA Students: A Case Study of the University of Isfahan. *English Language Teaching*, 4(4), 121-129.
- Najjarbaghseyah, R. (2020). EAP learners' perception of language needs and its matches/mismatches with textbook materials. *Iranian Journal of Applied Language Studies (IJALS)*, 12(2), 161-184.
- Nazari, O., & Zaroori, S. (2021). A triangulated analysis of the English language needs of Iranian EAP undergraduate physiotherapy students. *Journal of Language Horizons, Alzahra University*, 5(2), 28-50.
- Rashidi, A., & Kehtarfarid, R. (2014). A needs analysis approach to the evaluation of Iranian third-grade high school English textbook. *SAGE Open Journal*, 2(3), 1–9.
- Richards, J.C. (2001). *Curriculum Development in Language Teaching*. Cambridge: Cambridge University Press.
- Shahmoradi, Y., & Izadpanah, S. (2017). Assessing the English Language Needs of Persian Literature University Students from Teachers' Perspective. *Journal of Recent Research in English Language Studies*, 4(1), 33-68.
- Valadi, A. (2011). *Exploring Iranian EFL Teachers' Sense of Efficacy*. Unpublished MA thesis. Shahid Rajaei Teacher Training University
- Zahedi, A., Javadi, A., & Fallahi, M. (2015). Language needs analysis of Iranian undergraduate students of computer engineering: A study of reading skill. *Advances in Language and Literary Studies*, 6(5), 167-182,

### Biodata

Ms. Fatemeh Mohammadi Sadegh is M.A. in TEFL at Islamic Azad University, Zahedan branch. She has been involved in teaching English for more than 20 years at and high schools and language institutes.



She has been teaching English in education department of Sistan Baloochestan and Khorasan Razavi. Her main areas of interests include foreign language teaching, innovative methods of teaching, analysis of students' language learning and teacher training.

Email: [F.135708@gmail.com](mailto:F.135708@gmail.com)

