



DESIGNING NEEDS-BASED SPEAKING MATERIALS FOR ADULT LEARNERS PREPARING FOR CEFR EXAMS IN UZBEKISTAN

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Annotation. *This study investigates the development of speaking materials tailored to the specific needs of adult learners preparing for CEFR exams in Uzbekistan. It emphasizes the importance of aligning instructional content with learners' communicative goals and test requirements. The research draws on needs analysis data and proposes speaking tasks that simulate real exam conditions. Pilot implementation indicates that learners exhibit improved performance and engagement when exposed to targeted, realistic speaking practice materials.*

Keywords: *CEFR, needs analysis, speaking skills, adult learners, materials development, language assessment.*

Аннотация. *В данном исследовании рассматривается разработка устных заданий, ориентированных на конкретные потребности взрослых учащихся, готовящихся к экзаменам CEFR в Узбекистане. Особое внимание уделяется необходимости согласования учебного контента с коммуникативными целями и экзаменационными требованиями. Работа основана на данных анализа потребностей и предлагает задания, имитирующие реальные условия экзамена. Пилотное внедрение показало, что использование адаптированных материалов способствует улучшению результатов и вовлеченности учащихся.*

Ключевые слова: *CEFR, анализ потребностей, навыки говорения, взрослые учащиеся, разработка материалов, языковая оценка.*

As CEFR-based assessment becomes increasingly prominent in Uzbekistan's language education landscape, the demand for high-quality preparation materials grows. Many adult learners face difficulties in speaking components of exams due to a lack of focused, needs-based resources. This study addresses that gap by designing and testing speaking materials specifically aligned with learner goals and CEFR descriptors.

The Common European Framework of Reference for Languages (CEFR) provides a standardized set of benchmarks for language proficiency. Needs analysis plays a central role in tailoring instruction to learner objectives (Hutchinson & Waters, 1987). Scholars like Nation & Macalister (2010) stress the significance of matching curriculum design with learner needs, especially for adult learners. In terms of speaking assessment, Fulcher (2003) and McNamara (2000) highlight the role of authentic task-based practice in increasing learner readiness and performance.



A mixed-method approach was applied. Thirty adult learners enrolled in a CEFR B1–B2 speaking course in Tashkent participated. Data was collected through pre-course surveys and semi-structured interviews to identify speaking needs and preferred learning styles. Based on the results, materials including picture-based prompts, role-plays, and short monologue topics were created. These were piloted over five weeks. Progress was tracked through CEFR-aligned speaking rubrics and learner self-reflections.

Data analysis showed that learners demonstrated notable gains in fluency, lexical range, and confidence. 83% of learners improved their CEFR speaking band by at least one sub-level. Learners particularly valued materials that closely resembled actual exam tasks. The use of visuals and guided planning time helped bridge the gap between theoretical knowledge and real-time performance. These results confirm that well-designed, needs-based materials can significantly impact adult learner success.

This research concludes that needs-based material development tailored to CEFR exam preparation is effective in supporting adult learners. Educators are encouraged to conduct regular needs assessments and create or adapt materials accordingly. Future studies should explore digital integration of such materials and their long-term effects on learner achievement.

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