

# **NEEDS ANALYSIS**

Lecture 2 of Course Design and Materials  
Development



# OUTLINE

- Role of needs assessment in course development
- Areas of learning to be assessed
- When to do needs assessment
- Tools to conduct a needs assessment



# **NEEDS ASSESSMENT IS...**

- **A systematic (and ongoing )process of gathering information about students' needs and preferences, interpreting the information, and then making course decisions based on the interpretation in order to meet the needs**
- **Originated in ESP and adult courses**
- **'Needs analysis is also fundamental to the planning of General English courses' (Richards 2002)**



# WHY DO NEEDS ASSESSMENT?

- To determine the current level of proficiency of your learners
- To determine which students in the group are in need of training in particular language skills
- To find out what language skills a learner needs in order to perform a particular role (or job duty), or contexts in which they are planning to use the language
- To identify gaps between what students are able to do and what they want/need to be able to do
- To collect information about problems particular learners are experiencing when learning the language
- To help determine if a particular course meets the needs of potential students



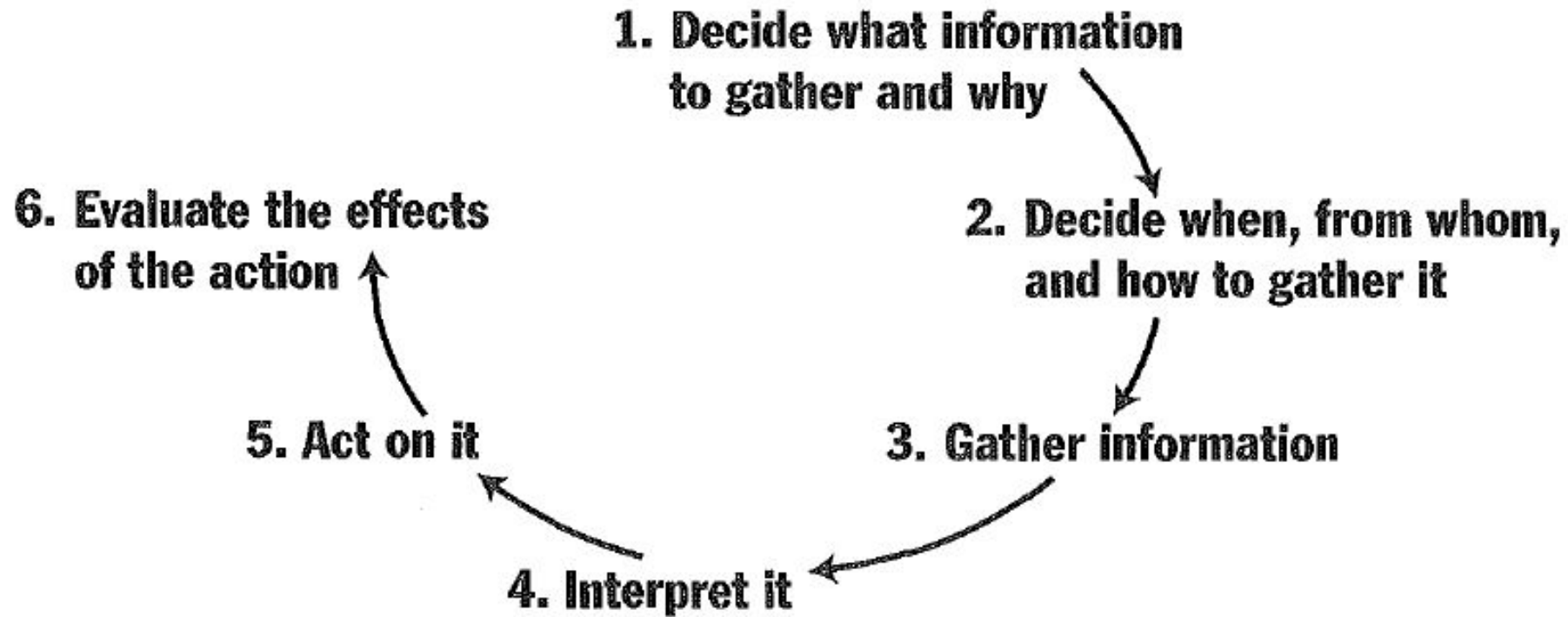
# CHALLENGES OF NEEDS ASSESSMENT

- Somewhat neglected in EFL settings (General English courses)
  - Learners may not be aware of their reasons to study the language
  - ‘Felt needs’ and ‘perceived needs’
  - Teachers are not trained to interpret the data collected



# HOW TO CONDUCT A NEEDS ASSESSMENT?

## The Needs Assessment Cycle



# WHAT AREAS OF LEARNING DOES NEEDS ASSESSMENT ADDRESS?



Now	The future
1. Who the learners are	6. The learners' (or other stakeholders') goals and expectations
2. The learners' level of language proficiency	7. Target contexts (situations, roles, topics, content)
3. The learners' level of intercultural competence	8. Communicative skills they want to perfect
4. Their interests	9. Language modality they will use
5. Their learning styles, preferences and attitudes	



# LEARNING STYLES

- Visual learners
- Auditory
- Kinesthetic
- Independent vs Social Learner
- Multiple Intelligences (Gardner):

visual – spatial, linguistic,  
logical/mathematical, musical,  
intrapersonal, interpersonal,  
naturalist





# LEARNING PREFEREN

Do students  
prefer or expect:

- More student-centred?
- More learner-centred?
- A mixture of both?

	<b>Teacher-centred</b>	<b>Learner-centred</b>
	The main objective is to convey information	The main objective is to change behavior
	Language is system of repeated habits	Language has to be practiced authentically
	Learner role: passive	Learner role: active
	Methodology: deductive (show and tell): drills, demonstrations, reading aloud tasks	Methodology: inductive: small-group tasks, question and answer, problem-solving

# A NEEDS ASSESSMENT INSTRUMENT

I like to practice the sounds and pronunciation	1	2	3	4
I like the teacher to tell me all my mistakes	1	2	3	4
In class, I like to learn by conversations	1	2	3	4
I like the teacher to explain everything to us	1	2	3	4
I like to learn many new words	1	2	3	4



# SOME FACTORS THAT CAN GUIDE YOUR CHOICE

- The purpose of the course
- Your teaching philosophy
- Information you already know about your students
- Information which you can use



# WHEN TO DO NEEDS ASSESSMENT

Pre-course

- Prior to the start of the course

Initial

- Initial stages of the course

Throughout the course

- Grounded in shared experiences and can be focused on changing the course as it progresses

Informs decisions about content, goals and objectives, activities, choice of materials and textbooks

Direct or indirect



# WAYS OF DOING NEEDS ASSESSMENT

1. What information does it gather?
2. What skills are necessary to carry it out? Is preparation needed?
3. In other words, are the students familiar with this type of activity or do they have to be taught how to do it?
4. Is the activity feasible given the level and number of your students? How could you adapt it?
5. How will the teacher and learners use this information?



# 영어를 배우기 위한 스무고개

## "My English ability" - 20 Questions

자신의 영어회화 실력이 어떻다고 생각하십니까?

In the following table, please put a check (✓) for the answer which suits your English abilities best.

다음의 질문들을 읽고 자신의 영어회화 능력을 절절해 보세요.

A = 즉시 질문에 대답할 수 있다.

B = 잠시 생각한 후 대답할 수 있다.

C = 대답하기까지 얼마간의 시간이 필요하다.

D = 많이 부족하다.

E = 전혀 대답할 수 없다.

# 1. QUESTIONNAIRES

- Relatively easy to prepare, to tabulate and analyze
- T can tailor questions to a particular group of SS
- May include rating scales and activities
- Disadvantages?

가.	If I meet an English Native-Speaker in Korea, 한국에서 외국인을 만나면.	A	B	C	D	E
1	I can greet him. 인사할 수 있다.					
2	I can introduce myself. 자신을 소개할 수 있다.					
3	I can talk about my family. 자신의 가족에 대해 얘기할 수 있다.					
4	I can talk about my school/job. 자신의 학교/직업에 대해 얘기할 수 있다.					
5	I can talk about my hobbies. 자신의 취미에 대해 얘기할 수 있다.					
6	I can talk about my room/office. 자신의 방/사무실에 대해 얘기할 수 있다.					
7	I can talk about my hometown. 자신의 고향에 대해 얘기할 수 있다.					
8	I can talk about my country. 자신의 나라에 대해 얘기할 수 있다.					
9	I can give directions. 길을 안내해 줄 수 있다.					


# 2. INTERVIEWS

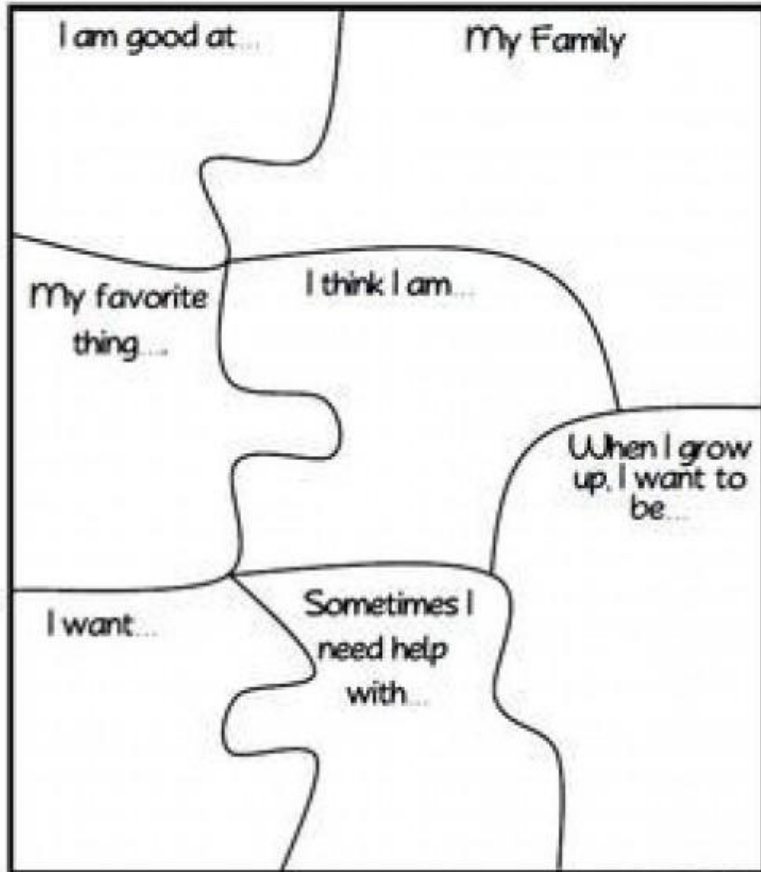


- Teacher to student
- Student to student
- Student to students
- Student to teacher



# 3. GRIDS, CHARTS OR LISTS

 The Many Pieces of \_\_\_\_\_



I am good at... My Family

My favorite thing... I think I am...

When I grow up, I want to be...

I want... Sometimes I need help with...

**All About Me**



Name: \_\_\_\_\_

Age: \_\_\_\_\_

Birthday: \_\_\_\_\_



**My Favorites**

Color: \_\_\_\_\_

Food: \_\_\_\_\_

Season: \_\_\_\_\_

Hobby: \_\_\_\_\_

Subject: \_\_\_\_\_

Place: \_\_\_\_\_

**When I grow up I want to be...**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Find someone in our class who.....

B	I	N	G	O
has read all of the Harry Potter books	has traveled outside the United States	has a sibling in this school	went to a Chiefs game this summer	green in their favorite color
has two or more pets	has brown eyes	is left handed	has a skateboard	went to the beach this summer
likes to watch baseball	favorite season is winter	Free Space!	is wearing brand new shoes	plays a musical instrument
born in the same month as you	can name the four members of The Fresh Beat Band	had cereal for breakfast	can do a magic trick	has been on a plane
walks to school	likes mushrooms on their pizza	has a clean bedroom closet	is wearing blue	has a dog



# 4. WRITING ACTIVITIES



What I did  
during summer  
vacation?



Write a letter to a friend telling that  
you have just started a new school  
year. Be sure to mention:

- a) your expectations regarding this year
- b) the classes you will be taking
- c) your reasons for taking this course



# OTHER TOOLS

- Regular feedback sessions
- Dialogue journals
- Learning logs or learning diaries
- Portfolios

All assessment instruments that you are using as part of the teaching and learning process



# CONCLUSIONS

Designing a needs assessment plan for your course, consider the following:

- the kind of information you want to get and to do with it
- the types of activities you can use
- when you want to conduct these activities



# TASK:

- Design a needs assessment plan
- Think of the sources of information that you want to use, what information you would want to collect about your learners, and the instruments that you can use in your context
- Report to class

