



Needs Analysis 1 cards – teachers' notes

Needs Analysis 1

Cards

speaking

reading

Not only will a good needs analysis identify areas of interest that the students in your class have, but will also give you some clues as to how they prefer to study. Ultimately a thorough and concise needs analysis should make classes easier to plan for and more enjoyable all round!

There are 2 sets of cards that can be used to complete the Needs Analysis. The first set (black writing) have 'general lesson content' and 'skills' on them, while the second set (blue writing) detail 'classroom activities'.

Students should be placed into groups of 6 or 7 and given one set of cards, either black **or** blue. The group should be given a designated amount of time (5 – 10 minutes, according to level) for the activity, which works as follows:

- Students place their cards face down on the table.
- Cards are revealed one by one.
- Students discuss whether or not the item on the card is important to them and compare it's importance with other cards they have seen and discussed.
- Gradually they must agree the order of importance for them OR decide which 3 (skills) / 5 (classroom activities) are most important to them.
- Results should be recorded on paper by the group and handed to the teacher.

Once students have completed the activity with one set of cards they should swap cards with the other group (i.e. if they originally discussed the black cards they should then swap for blue cards) and repeat the activity again.

Once both groups have discussed both sets of cards the teacher could write up the top 5 'classroom activities' given by each group and then ask the class to agree on a top 5 as a whole. This data should then be recorded and used by the teacher when they are planning lessons.

Conducting this as a class activity also enables teachers to identify different personality traits within the group and these could be noted while the students complete the activity. One difficult thing for both the teacher and students is that as a first lesson this may seem very student controlled, which may be different to their previous study experiences. However, in the long run preparing students for group work and speaking activities early on should make your job easier. Remember to always watch and listen to the students and involve yourself wherever necessary.

Please keep these slips for the needs analysis next week.

Needs Analysis sheets 2 and 3 – teachers' notes

To be done in lesson at the first day of each week.

Hand out a sheet per student.

Make sure all students understand the activity and purpose, and the words on the sheet.

Students that have been here for a few weeks already can help introduce these activities to new students.

The sheets should be collected for teacher's future reference. They can be handed out again at the end of course, or put in students' folders.

Remember, the teacher cannot promise to deliver on all needs/preferences! Make this clear at the start.

A number of things can be done with these sheets :

- fill in the form individually.
- compare & discuss with a partner.
- general results can be displayed on the board.
- group discussion could follow.
- further shortlisting on consensus of preferences.
- poster could be drawn up.

Needs Analysis 2

Communications Skills



In addition to a group activity it is always a good idea to allow students to give their own opinions as to the types of things they would like to be able to do better in English and to identify topics that interest them. Often students will follow the majority when in a group as this helps them 'save face', therefore allowing them time to complete an individual needs analysis is also crucial.

Teachers can either opt to leave this as a completely free activity and allow students to write whatever they choose on the Needs Analysis sheet, or they can control it by suggesting 10 or 12 topic areas / skills and allowing students to choose their 5 favourite from each set and record these on the form.

The latter method is certainly more suitable for lower level students who may be limited in the topics that they can actually study.

Teachers can use the course books for their level to assist with topic ideas / skills as well as the adaptable lesson plans, photocopyable resources etc that are all available in the EFL resources room.

Needs Analysis 3

Language Awareness



The teacher should select 5 units from the coursebook.

Identify the main focus or topic of each unit and put in the list.

This way students have some choice in the units covered, although they don't need to actually know these are the topics from the book at this stage.

You may decide that doing the chosen topics in a different order to the coursebook may not be appropriate.

Hand out a sheet per student. This could lead to discussion or other activities, as above.



First lessons

On day 1 of each week a needs analysis is suggested. This enables you to plan the week ahead and find ways to motivate the students. You can use the information gained to tailor activities to the entire class or to identify different needs and tailor certain tasks to individual students or groups of students (eg. different nationalities may have different weaknesses, individual students may have different learning backgrounds and desires for their future study).

The combined insight gained from both classes can help a pair of teachers plan when they sit down together later that afternoon for the weekly planning session. Remember the students also need to get to know the teacher too.

There are 3 structured needs analysis activities in each class file, but teachers can carry out their own versions. You might also want to know:

- each students' perceived strengths and weaknesses
- why they came to England
- why they believe English is important in the world
- where and when they studied before

It is important to note that each teacher doesn't need to carry out a full needs analysis with both classes as it would get repetitive.

Although the normal daily lesson structure alternates between C.S. and L.A., day 1 may in fact be different. There are 2 options for how to co-ordinate day 1 with your teaching partner:

Option A

Lesson 1 = C.S.

ie. both teachers carry out their needs analysis along with 'breaking the ice' and 'getting to know each other' activities. Some good activities up your sleeve could last the full 90min.

Lesson 2 = L.A.

ie. both teachers simultaneously use unit 1 of the coursebook. Photocopies need to be made and both teachers carry out similar lessons based around relevant activities from the start of the book. This can be supplemented by the photocopiable activities that are often found in the accompanying teachers' book. One teacher can use the class-set, the other teacher use photocopies.

Option B

Alternating structure.

One teacher takes on the C.S. and does the needs analysis with both classes in Lessons 1 and 2. S/he is in charge of the general 'getting to know each other' style lesson – however one class gets this after break.

Meanwhile, the other teacher does the L.A., utilising the class-set of the coursebook. They carry out a standard lesson for 90min, perhaps with an obvious 'breaking the ice' activity in lesson 1 as the students are fresh in class on their first summer school day. S/he then does the same in lesson 2, not dwelling too much on getting to know the students, but jumping straight in with a coursebook-based lesson. The L.A. teacher could therefore carry out the 'needs analysis no. 3' (students rate preferred topics from the coursebook) at the start of both Lesson 1 and 2, showing students how s/he will manipulate the course content to their desires/needs.



Communications Skills

Your Study Needs

Write 5 things you would like to be able to do better in English...

eg.....

write a letter to a friend



Write 5 topics that you would like to study this week...

eg.....

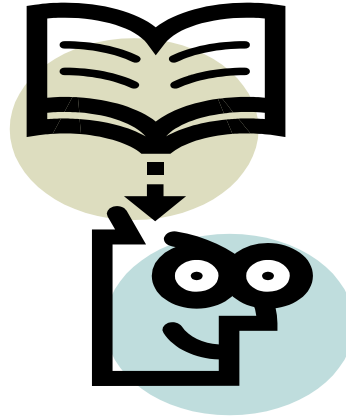
sport, dating





Language Awareness

Your Study Needs



Which topics shall we study this week?

Choose from the topics below.

Put a number 5 next to the most interesting, and 1 next to the least interesting.

5 = 

1 = 

Topic

Number (1 - 5)

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