Settings of Needs Analysis

Language for Specific Purposes
June 1st, 2023

Today's Agenda

- Warm-Up
- Review
- Needs Analysis Discussion
- Partner Activity
- Graphic Organizers

Warm-Up: Mad Libs

Create a list of the following:

1. Adjective
2. Adjective
3. Noun
4. Noun
5. Plural Noun
6. Game
7. Plural Noun

8. Verb ending in "ing"
9. Verb ending in "ing"
10. Plural noun
11. Verb ending in "ing"

A vacation is when you take a trip to some _____ place
ADJECTIVE

with your _____ family. Usually you go to some place
ADJECTIVE

that is near a/an _____ or up on a/an _____.
NOUN   NOUN

A good vacation place is one where you can ride _____
PLURAL NOUN

or play _____ or go hunting for _____. I like
GAME   PLURAL NOUN

to spend my time _____ or _____.
VERB ENDING IN "ING"   VERB ENDING IN "ING"

When parents go on a vacation, they spend their time eating

three _____ a day, and fathers play golf, and mothers
PLURAL NOUN

sit around _____.
VERB ENDING IN "ING"

What do you remember from the past few classes?

Academic Settings

- Tend to focus on skills like reading and writing since these are the major vehicles for transmitting information
- Less likely to involve the learners as institutional demands are typically inflexible
- Students must adhere to institutional needs and are not normally involved in the negotiation of needs

Academic Settings

- Scholars have questioned the inherent power imbalance in this type of EAP
- "A theoretical tool for EAP teachers and students to consider possible responses to unfavorable social, institutional, and classroom conditions" (Benesch)
- In EAP, the context is viewed as an instrument of social change (Macallister)

University and Training Settings

- Students in these settings tend to be pre-experienced and less abled to contribute to the needs analysis as they have limited knowledge of future communicative situations.
- Present-situation needs differ greatly from target-situation needs as students need to learn about the subject and fulfill course requirements.

Workplace Settings

- In workplace ESP, the needs analysis can be very focused as the content is narrow.
- This involves the analysis of authentic tasks through ethnographic research and on-site observations.

The Learner and Needs Analysis

- Learners' needs should be at the center of a needs analysis.
- It should consider the learners' lacks and present–situation and target–situation communication needs, which learners are not always aware of.
- Ex.) EGAP students may be unaware of their academic needs for their chosen program.

The Learner and Needs Analysis

- Learners should be included in the needs–analysis process so they have a sense of ownership and responsibility, which can be motivating.
- "An iterative process" – focused on reading, group discussions, and brainstorming
- Holme and Chalauisaeng formulated a series of qualitative techniques to involve learners in the process of identifying needs and solutions

Task 2.2

Application of methods in needs analysis

Chapter 15 shows three needs analyses:

Example 1   Mountain guides' needs analysis
Example 2   English for engineering
Example 3   Academic Legal English

1. What areas do the instruments target?

2. What do you think are the strengths and weaknesses of each instrument?

3. What would you do with the information gained from these needs analyses?

4. Could these instruments be used or adapted to suit your ESP teaching situation?

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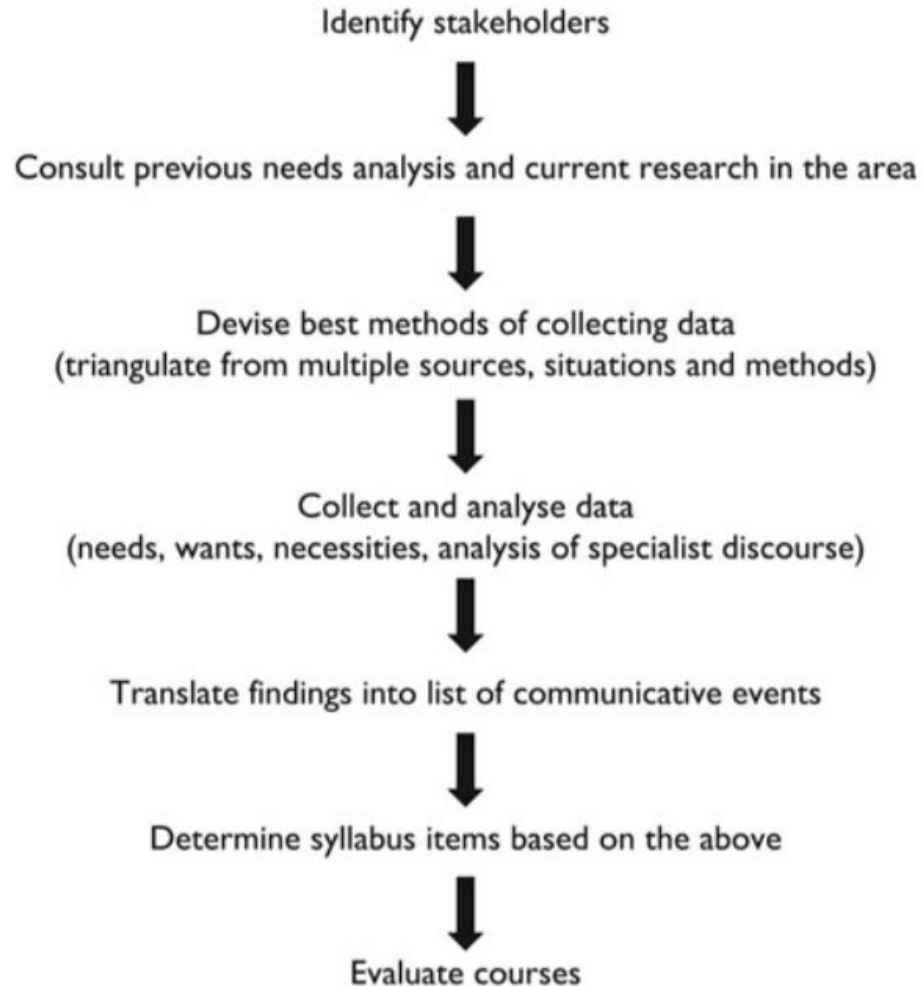| Why?		
Who? students managers supervisors sponsors governing bodies gate keepers teachers colleagues domain experts past students		**What?** necessities needs lacks constraints target communicative event target communicative skills target discourse present situation communication learning strategies

Where?		When?
workplace		pre-service
language school		in-service
university		
training institution		
	How?	
	intuitions	
	interviews	
	questionnaires	
	observations	
	literature review	
	ethnography	
	language audit	
	language test	
	task analysis	
	discourse analysis	
	corpus analysis	
	text analysis diaries,	
	journals and logs	

Task 2.3

Needs-analysis framework

Using [Figure 2.4](), discuss the framework in relation to a potential or existing ESP course

Identify stakeholders

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Consult previous needs analysis and current research in the area

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Devise best methods of collecting data
(triangulate from multiple sources, situations and methods)

↓

Collect and analyse data
(needs, wants, necessities, analysis of specialist discourse)

↓

Translate findings into list of communicative events

↓

Determine syllabus items based on the above

↓

Evaluate courses

From Needs Analysis to Course Design

- Needs are the basis of most ESP courses.
- Needs-analysis data is translated into course objectives and teaching aims through a series of steps, such as the linear design from before.
- Learners' needs do not remain static—instead, they vary over the duration of the course.
- Therefore, needs analysis is ongoing (continuous), and the relationship between needs analysis and course design is cyclical.

From Needs Analysis to Course Design

- Information obtained from the evaluation of courses by major stakeholders can then lead to further refinements in the course itself.

Questions?

Partner Assignment

Complete the outline with your partner. Be creative and invent details to help develop your needs analysis.

Use complete sentences. Both partners must write.

When you are finished, bring your paper to the teacher to be signed.

Situations

A – An EGAP course at UNACH for 43 undergraduates from diverse majors

B – An English for medical purposes course with no prior work experience

C – An English for business purposes course for mid-career working professionals

Extra Time

Create a graphic organizer to summarize the most important information from today's lesson.