# Systematic Model (Brown Version)
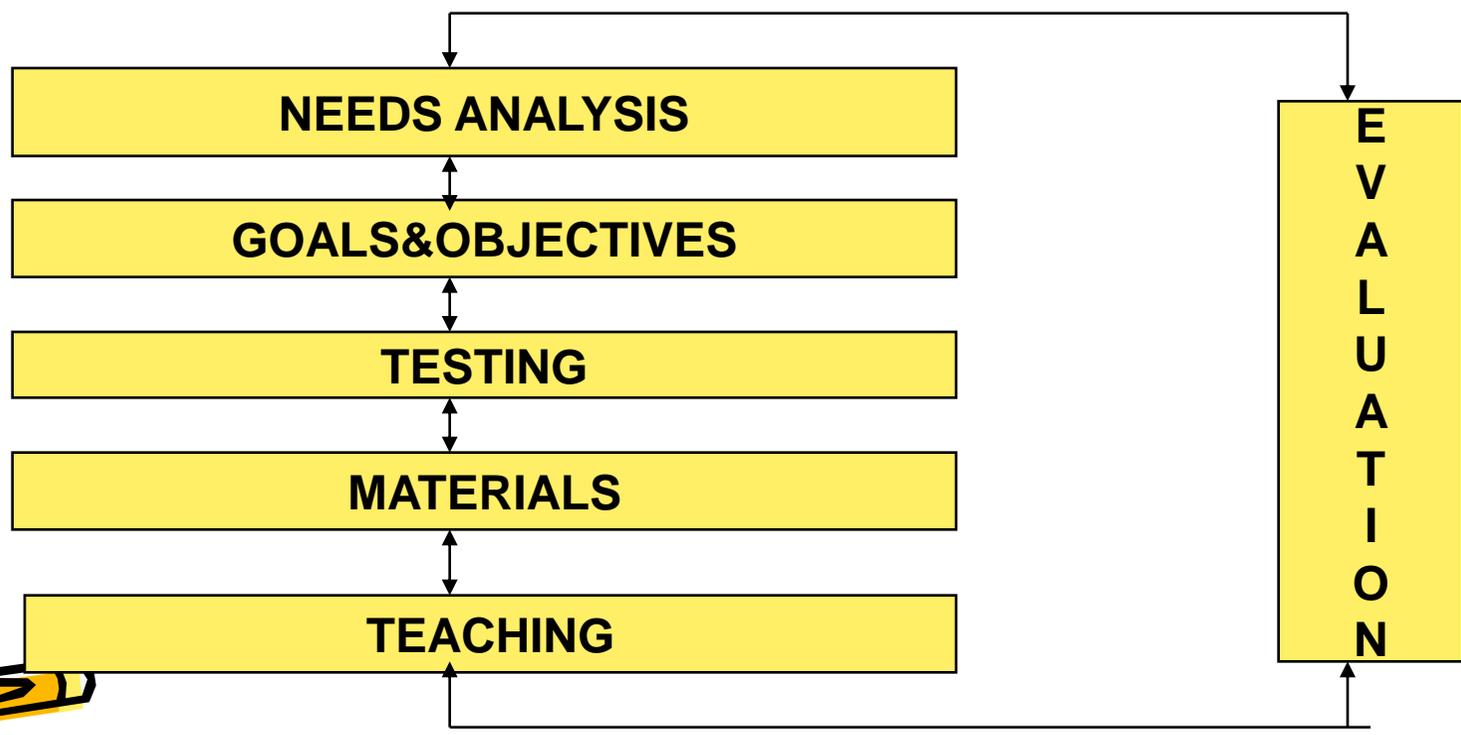
Topic 6: NEEDS ANALYSIS

- Needs analysis: the systematic collection and analysis of all subjective and objective information necessary to define and validate defensible curriculum purposes that satisfy the language learning requirements of students within the context of particular institutions that influence the learning and teaching situation (Brown,1995)
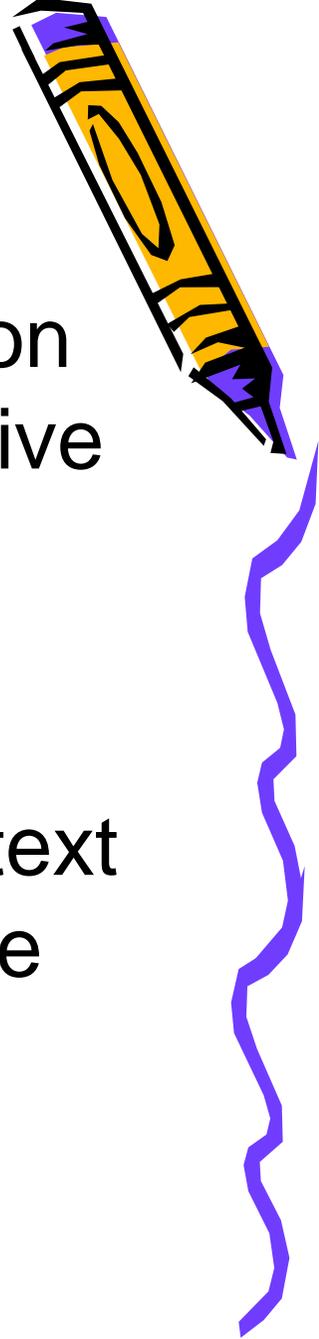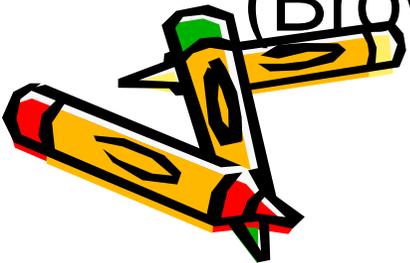
# 1.1 Who will be involved in the needs analysis?

- The target group (students, teachers, administrators)
- The audience (teachers, head masters, supervisors, etc)
- The need analysts
- The resource group(experts, employers, etc)
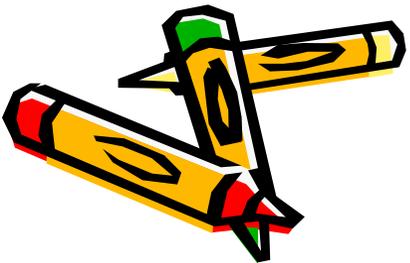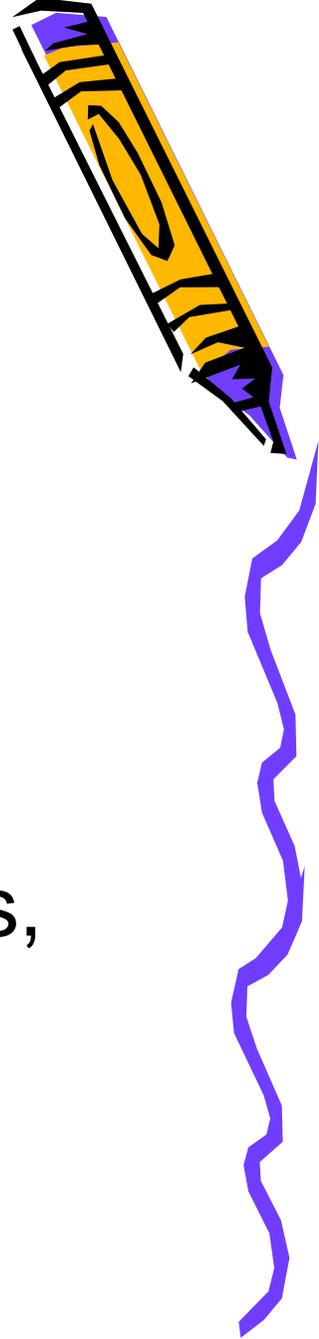
1.2 What types of information should be gathered?

The information collected will be influenced by the underlying philosophies of needs analysis

- Discrepancy philosophy (the gap between a desired performance and actual performance)
- The democratic philosophy (a need is defined as any change that is desired by a majority of the group involved)
- The analytic philosophy (a need is whatever the students will naturally learn next based on what is known (N+1)

- Diagnostic philosophy (a need is anything that would be prove harmful if it was missing, eg. an analysis of the important language skills necessary for students)
- Objective vs subjective needs
- Situation needs vs language needs

  Situations needs related to administrative, financial, pedagogic, manpower, cultural & other factors influence the program)

- Language needs (eg. Include circumstances in which the language will be used, the dimensions of language competence involved, etc.)

- Linguistic content vs Learning processes

- The linguistic content position tends to favor needs analyzed objectively from a language needs perspective and and spelled out in linguistic terms, such as phonemes, morphemes, grammatical structures, utterances, functions, discourse

- The learning process position tends to favor needs specified from a situation needs perspective,
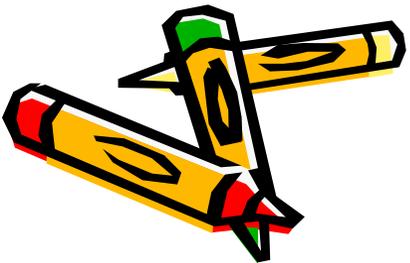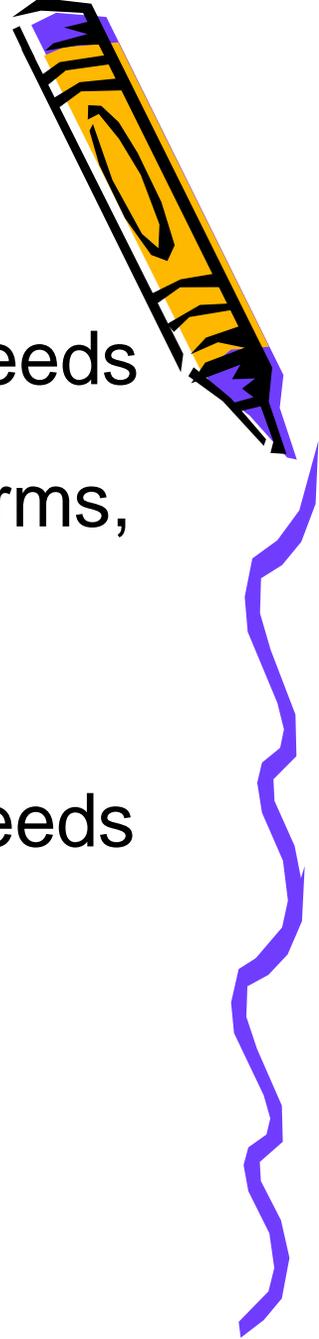
1.3 Gathering information

Needs analysis seek the following information:

1. The situation in which a language will be used (including who it will be used with)
2. The objectives and purposes for which the language is needed
3. The types of communication that will be used (e.g. spoken, written, formal, informal)
4. The level of proficiency that will be required
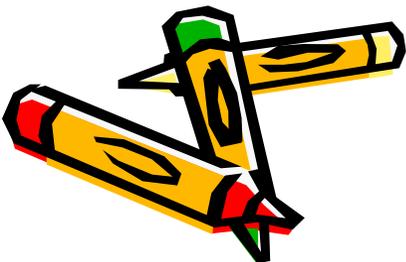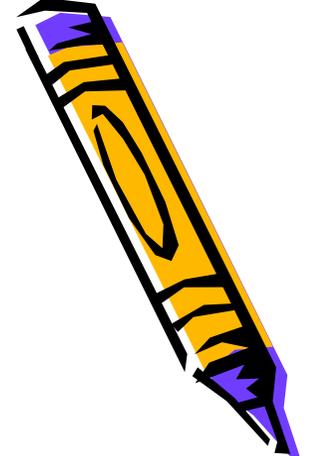
Types of questions in needs analysis should be focused on five categories:

- Problems (like what problems faced by students)
- Priorities (eg. which topics, language skills used, etc. considered most important for the target groups)
- Abilities (determine the abilities of students at entry)
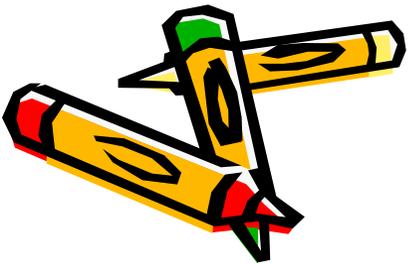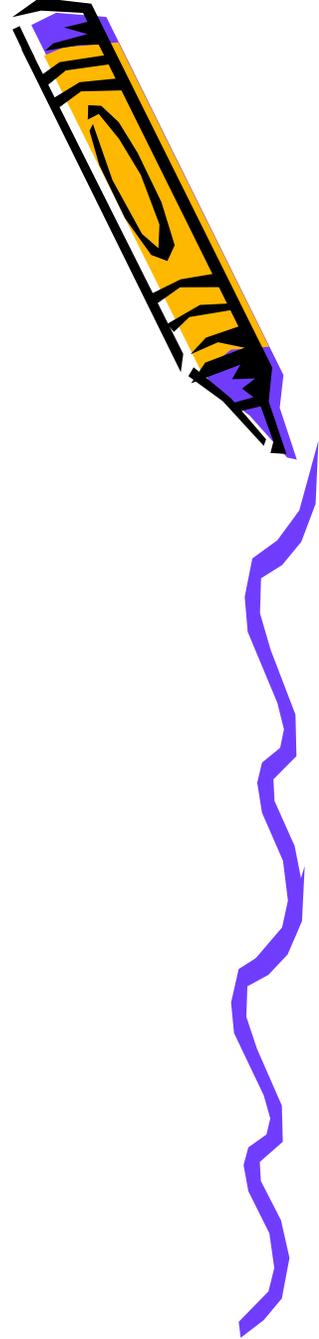
- Attitudes (information about participants' feelings, attitudes toward elements of the programs)

- Solutions (ideas for solutions to perceived problems)
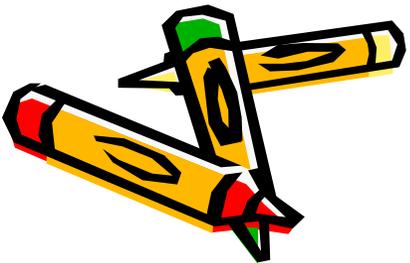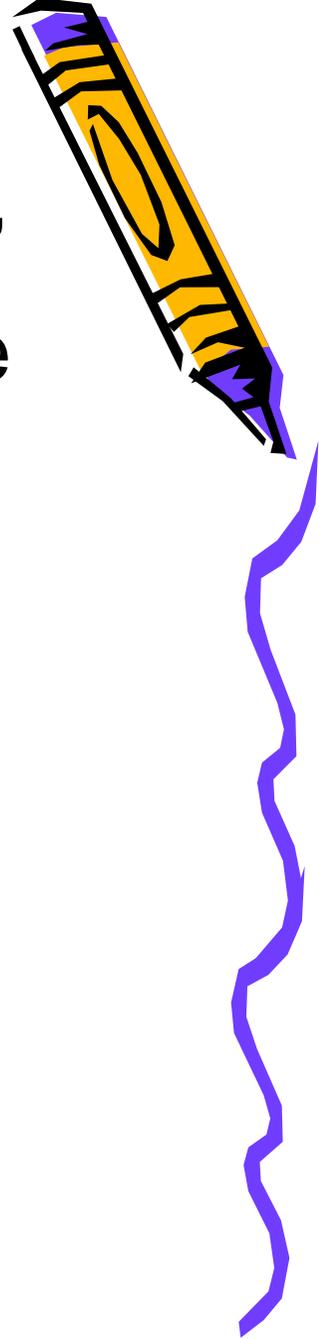
Examples of Questions used in Need Analysis

According to Richards(1991)
Need Analysis consists of two
levels of analysis:

1. Situational Analysis includes
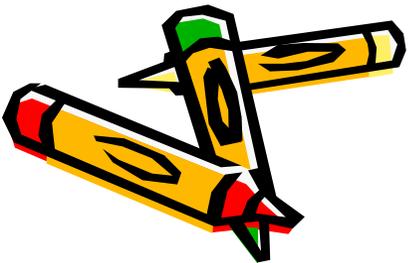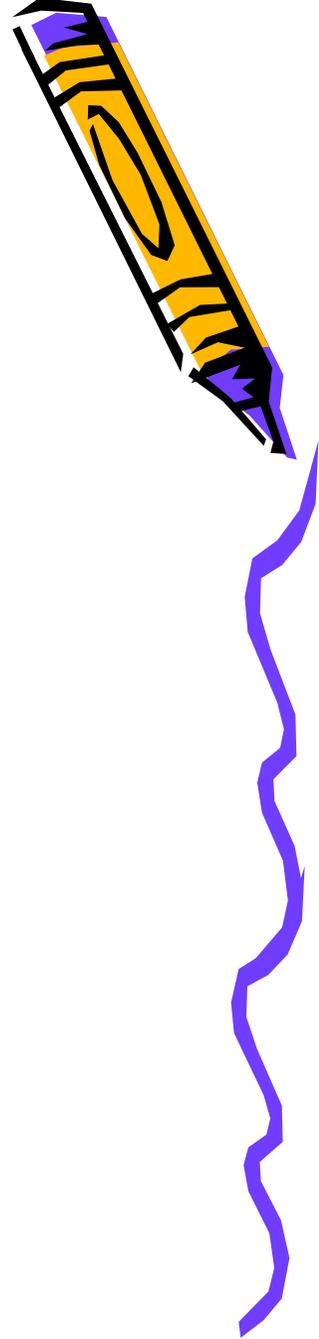
How proficient are the teachers in the TL?

-Who are the teachers?

-What training & experience do the teachers have?

-What teaching approach do they prefer?

-What do the teachers expect of the program?

-What constrains (eg. time, budget, resources) are
present?

-What kinds of tests and assessment measures are
needed?
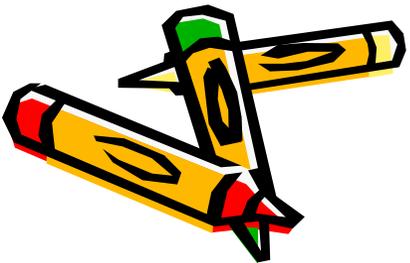
2. Language (communicative) need analysis - gathering information about the learners' communicative needs in target language. This covers:

- **In what settings will the learners use the target language?**

- **What role relationships are involved?**

- **Which language modalities are involved? (Listening, Speaking & Reading, Writing)**

- **What types of communicative events and speech acts are involved?**

- **What level of proficiency is required?**
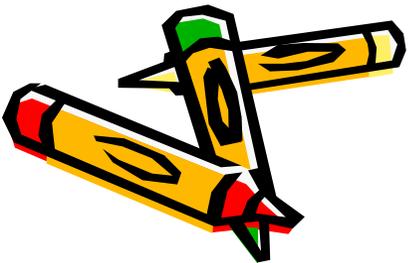
1.4 Types of instruments

- Document analysis
- Tests
- Observations
- Interview
- Questionnaires
- Meetings
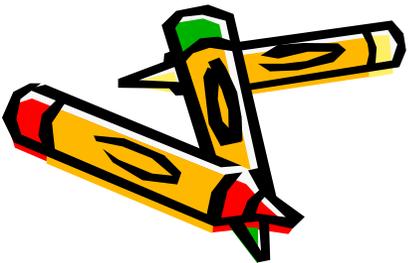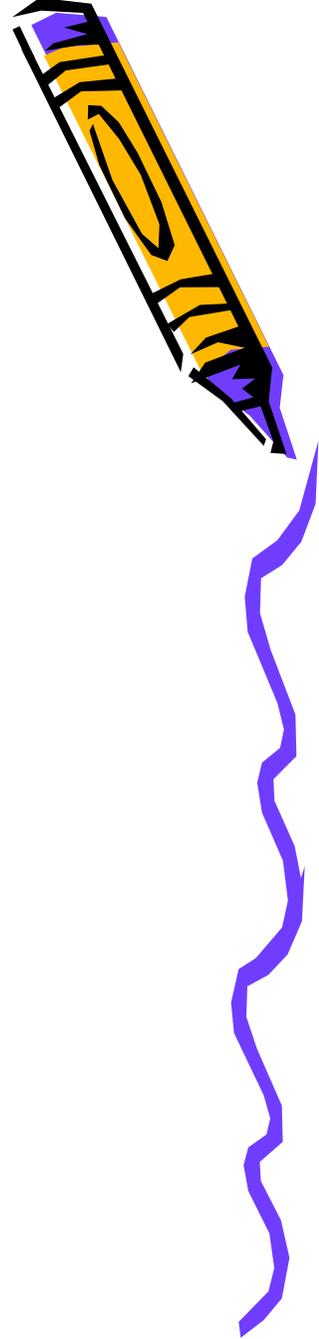
# 1.5 The result of needs analysis

- The result of needs analysis is a list of needs that can be used as one of the sources for goals and objectives formulation
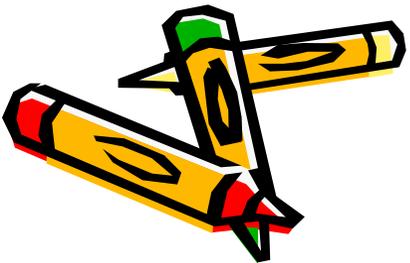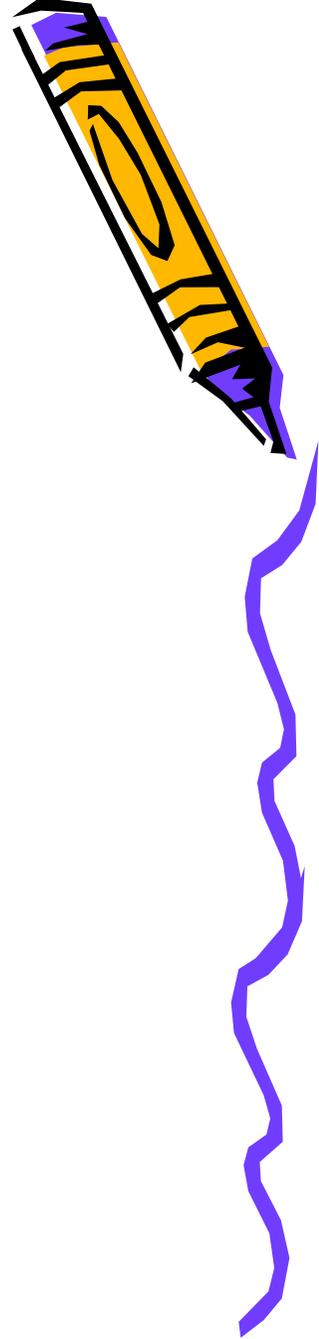
Topic# 7: Goals and Objectives

7.1 Needs, Goals, and Objectives

- **Goals are defined as general statements concerning desirable and attainable purposes and aims based on perceived language and situation needs.**

- **In deriving goals from needs, the points below should be considered:**

  1. **Goals are general statements of the program's purposes**

  2. **Goals should usually focus on what the program hopes to accomplish in the future**
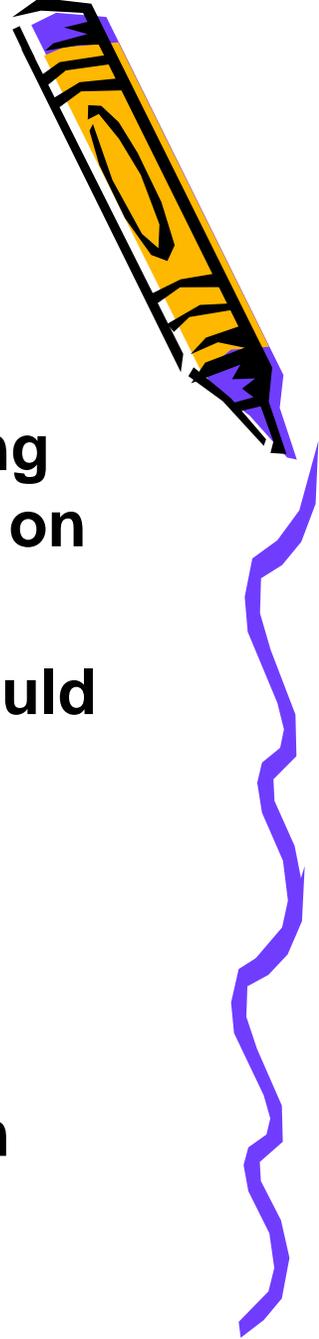
3. Goals can serve as one basis for developing more precise and observable objectives.

4. Goals should never be viewed permanent
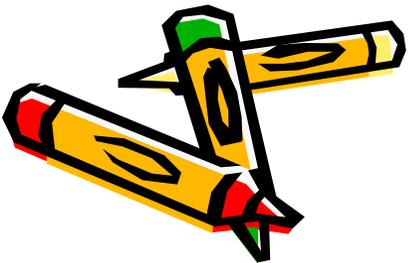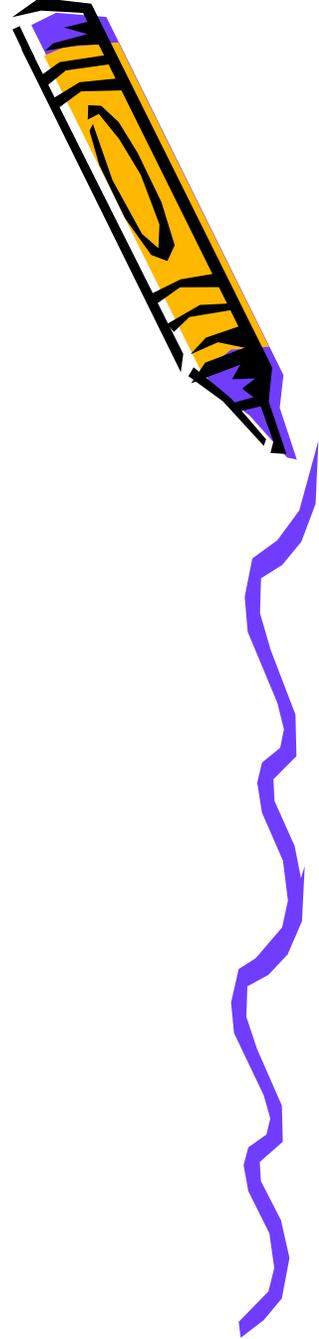
7.1 Objectives

- Instructional objectives defined as specific statements that describe the particular knowledge, behaviors, and/or skills that the learner will be expected to know or perform at the end of a course or program.

 e.g.: By the end of the course, a student will be able to:

  1. write a term paper

  2. take notes on a lecture
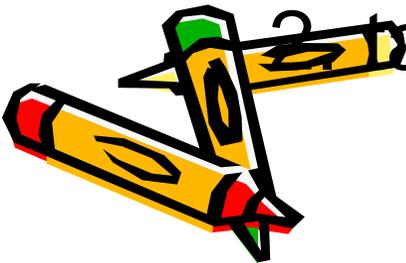
Task #1: Identify which of the following is goal or objective

1. Understand conversational English
2. Express meanings in transactional discourse leading to various interpersonal meaning/spoken monolog in the forms of descriptive, narrative, anecdote, exposition
3. Given ten minimal pairs, students can differentiate the phonemes in the pairs with 75% accuracy
4. In classroom simulation, students can express their personal identity using understandable expressions
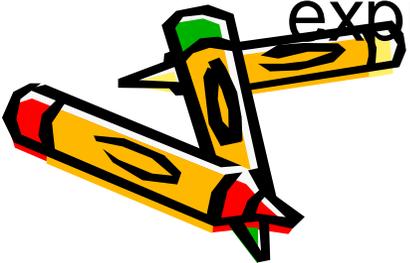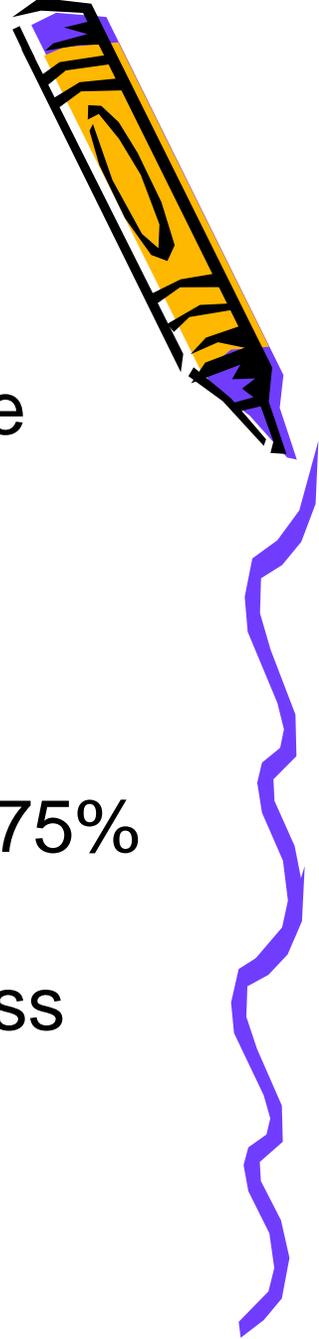
7.2 From Goals toward objectives

The following needs derived from needs assessment:

1. The need to understand the implicit relationship between terms in a table or outline presented in lectures.

2. The need to be able, in reviewing the notes, to understand the implicit relationship in order to fill in the connecting prose that ties the main parts of an entire concept together.

3. The need to be able to express generalizations or definitions in an essay exam, instead of simply giving an example

These needs then transformed into the program goals:

By the end of the program, the students will be able:

1. Understand the implicit relationships between terms in a table or outline presented in lectures.

2. Understand the implicit relation-ship in order to fill in the connecting prose that ties the main parts of an entire concept together.

3. Express generalizations or definitions in an essay exam, instead of simply giving an example
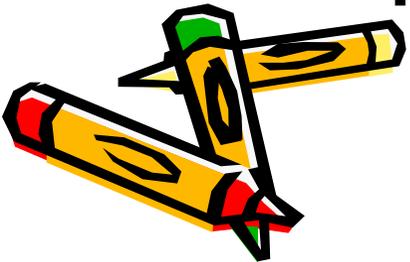
7.3. Sources of ideas for objectives

- Other language programs
- The literature
- Taxonomies

7.4 How to develop sound Instructional objectives