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Master 1
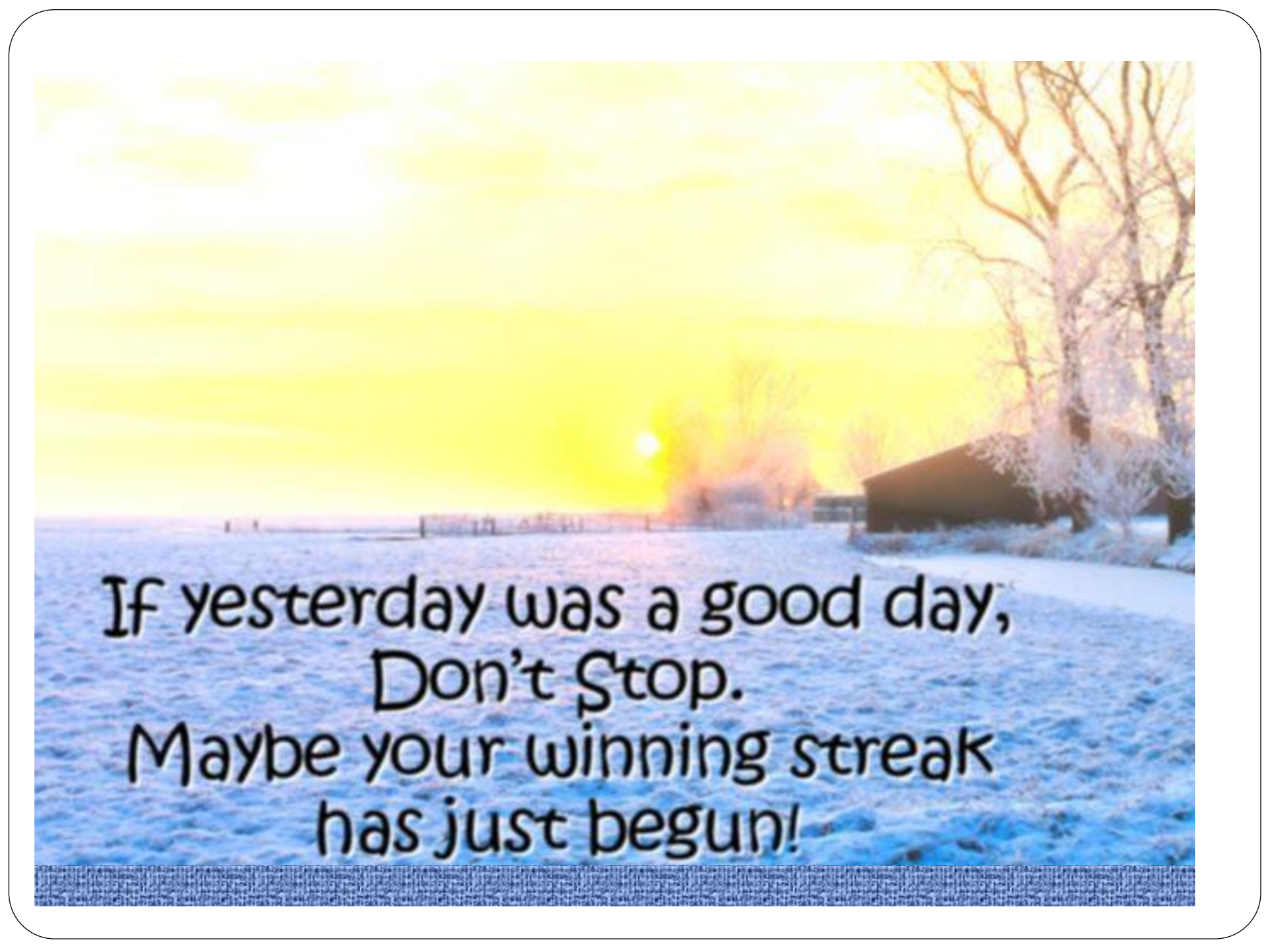
Syllabus Design and Curriculum Development

2024

Teacher : Mrs. BOUHALI Salma

WELCOME TO MY LECTURE

Mrs. Salma Bouhali

If yesterday was a good day,
Don't Stop.
Maybe your winning streak
has just begun!

Getting started

In your experience as a learner of English...

- Did you ever feel the content of the course did not match your expectations?

- Did you consider some contents or activities were of little use or interest for you?

- Were you ever asked about what you needed English for?

NEEDS ANALYSIS

Lecture Four

Mrs. Salma BOUHALI

2024

Content

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Introduction

- One of the current assumptions in the teaching learning process is that an educational curriculum should be based on an analysis of learners' needs.

- Needs analysis as a distinct and necessary phase in planning educational programmes emerged in the 1960's as part of the systems approach to curriculum development and was part of the prevalent philosophy of educational accountability.

1. History of Needs Analysis

- Needs analysis was introduced into language teaching through the ESP movement.

- It was developed during the 1960's as a result of intensive studies conducted by the Council of Europe team.

- The Council of Europe team felt that successful language learning resulted not from mastering linguistic elements, but from determining exactly what learners needed to do with the target language.

1. History of Needs Analysis (f)

- One of the terms, which the team came up with, was the "Common Core".

- The common core suggests that language learners share certain interests despite their different goals in learning foreign languages.

- "The team recognised that there will be areas of interest common to all students, whatever their particular situation and specialisation" (Johnson, K 1982:42).

1. History of Needs Analysis (f)

- The "common core" provides a basis one can rely on in conducting needs analysis in the general English classroom.

- Needs analysis has been neglected in the general English classroom and emphasised in ESP, as Hutchinson and Waters (1987) suggested.

2. Definition of Needs

- The term needs is not as straightforward as it might appear, and hence the term is sometimes used to refer to wants, desires, demands, expectations, motivations, lacks, constraints, and requirements (Brindley 1984, 28).

2. Definition of Needs (f)

- According to the language-centered approach: it is "the ability to comprehend and produce the linguistic features of the target situation."

- Target needs : what the student needs to do in the target situation.

- Learning needs : what the student needs to do in order to learn.

2. Definition of Needs (f)

- **Target needs:** It is an umbrella term, which in practice hides a number of important distinctions.

➢ a) <u>Necessities:</u> according to the demands of the target situation, this is what the learner has to know in order to function effectively in that situation.

➢ b) <u>Lacks:</u> according to what the learner already knows, we decide what necessities are missing.

➢ c) <u>Wants:</u> a need does not exist independent of a person. It is him who build the image of his needs on the basis of data relating to himself and his environment.

2. Definition of Needs (f)

Learning needs: Using our analogy of the ESP course as a journey, what we have done so far is to consider the starting point (lacks) and the destination (necessities) and where the destination should be (wants). What we have not considered yet is the route. How are we going to get from our starting point to the destination? The whole ESP process is concerned not with knowing or doing , but with learning. We need to take into account the destination or needs of a learning situation: A project in class can be guided in terms of its general orientation by the target situation, but its specific content is a response to learning needs.

3. Definition of Needs Analysis

...a family of procedures for gathering information about learners and about communication tasks...

Nunan, 1988, p.75

3. Definition of Needs Analysis (f)

...*systematic* collection and analysis of all subjective and objective *information* necessary to define and validate defensible curriculum processes that *satisfy* the *language learning requirements* of students within the context of *particular institutions* that influence the learning and teaching situation.

Brown, 1995, p.36

3. Definition of Needs Analysis (f)

Needs analysis tackles the following questions:

- ❑ Why is the language needed?
- ❑ How will the language be used?
- ❑ What will the content areas be?
- ❑ Who will the learner use the language with?
- ❑ Where will the language be used?
- ❑ When will the language be used?

4. Purposes of Needs Analysis

- To find out what language skills a learner needs in order to perform a particular role, such as sales manager, tour guide, or university student.

- To help determine if an existing course adequately addresses the needs of potential students.

- To determine which students from a group are most in need of training in particular language skills.

4. Purposes of Needs Analysis (f)

- To identify a change of direction that people in a reference group feel is important.

- To identify a gap between what students are able to do and what they need to be able to do.

- To collect information about a particular problem learners are experiencing.

5. The Users of Needs Analysis

- A needs analysis may be conducted for different users. For example, in conducting a needs analysis to help revise the middle school English curriculum in a country, the users include:

➢ Curriculum officers in the ministry of education.

➢ Teachers who will teach from the new curriculum.

➢ Learners, who will be taught from the curriculum.

➢ Writers, who are preparing new textbooks.

➢ Testing personnel, who are involved in developing end of school assessments.

➢ Staff of institutions, who are interested in knowing what the expected level will be of students and what problems they face.

6. Administering the Needs Analysis

- Needs analysis may take place prior to, during, or after a language programme.

- **Priori** : It assumes that time and resources are available to plan, collect, and analyze relevant information for a planned programme of instruction. This "a priori" approach to needs analysis requires long-term planning and assumes adequate time and resources to devote to needs analysis.

6. Administering the Needs Analysis (f)

➢ **During:** In some cases, however, long-term planning is not an option. In these circumstances, needs analysis has to be carried out as part of the delivery of the course. Goals, content, and the teaching approach are shaped by information collected during the teaching of the course.

6. Administering the Needs Analysis (f)

➢ **After:** At other times, the bulk of the information that constitutes the needs analysis may be collected after the course is finished. The information collected is then analyzed in order to obtain a more comprehensive view of the learners' needs as a basis for evaluating and revising the programme.

7. Procedures for Conducting Needs Analysis

- The analysis of target needs involves far more than simply identifying the linguistic features of the target situation. Different procedures can be followed to make such an analysis :

✓ Questionnaires
✓ Interviews
✓ Observation
✓ Data collection
✓ Informal consultations

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Conclusion

Designing a needs analysis involves choosing from among the various options discussed previously and selecting those that are likely to give a comprehensive view of learners' needs and that represent the interests of the different stakeholders involved. Decisions have to be made on the practical procedures involved in collecting, organizing, analyzing, and reporting the information collected.

THE END

Thank you for your attendance.