MODULE: SYLLABUS DESIGN LEVEL: MASTER II

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Lecture III: Needs analysis

Gathering information about learners and about communication tasks for use in syllabus design. **Needs analysis** (also known as needs assessment) has a vital role in the process of designing and carrying out any language course. The purpose of need analyses is to identify the gap between: what students are able to do and what they need to be able to do.

1. Needs analysis ???

Needs can be:
necessities (what
learners has to know),
lacks (what learners
doesn't know), wants (
what learners think
they need to know)

We collect

information about the learners needs through questionnaire , interview , observation, tests, case studies , learner diaries .

> Situation analyses : (environment analyses)

Need analysis was introduced into language teaching through ESP movement.

> Needs: requirements, demands, expectations, constraints.

There are high scale needs and low scale needs

Target Situation Analysis (TSA) :

The term, 'Target Situation Analysis' (TSA) was introduced by Chambers (1980). Target Situation Analysis (TSA) is a form of needs analysis, which focuses on identifying the learners' language requirements in the occupational or academic situation they are being prepared for

2. Components of Needs Analysis Hutchinson and Waters (1987: 53)

Present Situation Analysis (PSA) :

According to Robinson (1991: 8), "PSA (Present Situation Analysis) seeks to establish what the students are like at the start of their language course, investigating their strengths and weaknesses".

3. Needs Analysis in ESP

Since 1960s, English for Specific Purpose (ESP) has been progressively growing and has eventually come to play a major part in English Language Teaching (ELT). **ESP**Curriculum Development is basically the process of planning and implementing a certain curriculum; in the same way a language curriculum is regarded as the various tasks and materials combined in one design.

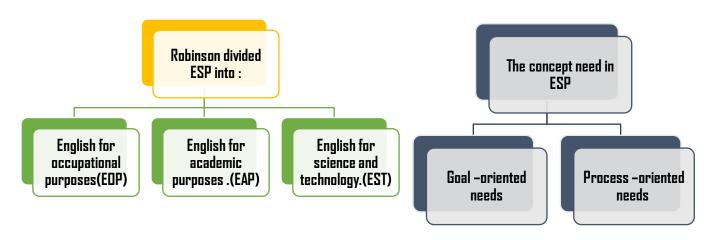
Litwack (1979) stated that ESP curriculum is a specific one and that there are certain steps to be followed in developing ESP curricula such as analysing learners' needs, designing authentic materials, finding relevant and appropriate discourse, deciding the language activities and task, reediting the design, and finally piloting and evaluating the materials.

Hutchinson and Waters

(1987: 19) define that **ESP**is an approach to
language learning and it is
based on learners' need.

ESP according to scholars Robinson (1987) classified ESP as a particular course; in which learners have scientific, occupational, and academic specific goals and purposes.

Robinson (1989) describes ESP as a type of ELT (English Language Teaching) and defines it as: "Goaloriented language learning.



Necessities: what learners must know? Lacks: what learners doesn't know. Wants: what learners feel they need.

4. Major factors affecting syllabus design

1. Social factors :

[community and society business, politics, parent, citizen']

- •Is there suitable classroom?
- •Is there enough time?
- •Are there enough resources?

2. Learners factors :

[backgrounds , believes, expectations, learning styles]

- •How old are they?
- •What do they know?
- •What do they want (preferred way of learning?

3. Teachers factors :

[language proficiency, experience, skills qualities, teaching styles and strategies]

- •Are they trained?
- •Are they confident?
- •Do they have time to prepare?

Sum-up

Eclecticism (Integrated syllabus) is a common feature of the majority of course books that Attempt to combine the various aspects of language has also been addressed by

Hutchinson and Waters (1987) who state:

« Any teaching material must, in reality, operate several syllabuses at the same time. One of them will probably be used as the principal organizing feature, but the others are still there ».