**Information collection in needs analysis:**

The process of needs analysis according to Dudley-Evans and St John involves gathering the following information:

1. Personal information about the learners: factors which may affect the way they learn such as previous learning experiences, cultural information, reasons for attending the course and expectations of it, attitude to English (wants and subjective needs) . **A detailed example is shown in appendix A**
2. Professional information about the learners: identification of the tasks and activities learners are/ will be using English for- target situation analysis or objective needs. **Refer to appendix B for more clarification.**
3. English language information about the learners: what their current skills and language use are\_ present situation analysis\_ which allows us to assess learners’ lacks (the gap between their existing knowledge of English and what they will be required to perform in the target situation.

**Exercise:**

Read the following scenarios, and then answer the questions below.

**Scenario one:**

The Department of English Language Studies in a university decides to offer a discussion skills course to complement the existing English for General Academic courses on academic writing and listening. Students on the programme have mentioned that they are struggling to communicate orally and participate in their subject classes. The teachers in the English Language Unit meet to discuss what the content of the discussion skills course should be. They recall their own student days. Most of them had studied arts subjects such as history, foreign languages and literature and could remember the heated seminar discussions they participated in and the lively discussions they had enjoyed. They decide to develop the discussion skills course around a set of general interest topics and issues, such as whether the government should continue to fund student fees. When the teachers tell the students in their writing and listening classes about the discussion skills course that will soon be offered, the students appear enthusiastic.

The next year the course and materials are ready. In the first semester relatively few students enrol for the course and most of those who do already have very good speaking skills. In the second semester even fewer students enroll and these seem to have even better speaking skills.

What seems to have gone wrong?

What was missing from the investigation of needs?