Present Situation Analysis (PSA)

 estimates strengths and weaknesses in language skills and learning experiences. By perceiving student’s requirement, curriculum designer will be easier in choosing the suitable learning materials and techniques to be applied in the learning process.

students’ present situation analysis is a means to identify students’ current skills and language use (Duddley-Evans, 2009), including the way of assessing students’ specific needs. It will inform what can the students do with the language now (Hossain, 2013). Hyland (2006) stated that present situation analysis concerns with the information about students’ current proficiencies and ambitions; what they can do and what they want at the beginning of the course; their skills and perceptions; their familiarity with the specialist subject; and what they know of its demands and genres. Present situation analysis can be seen as the process to find the students’ lacks which cover the discrepancy between necessity and what the students have already known concerning with the subject and related with their current skills and performance.

 Present situation analysis may be posited as a complement to target situation analysis (Robinson, 1991; Jordan, 1997). If target situation analysis tries to establish what the learners are expected to be like at the end of the language course, present situation analysis attempts to identify what they are like at the beginning of it. As Dudley-Evans and St. John (1998: 125) state "a PSA estimates strengths and weaknesses in language, skills, learning experiences." If the destination point to which the students need to get is to be established, first the starting point has to be defined, and this is provided by means of PSA. The term PSA (Present Situation Analysis) was first proposed by Richterich and Chancerel (1980). In this approach the sources of information are the students themselves, the teaching establishment, and the user-institution, e.g. place of work (Jordan, 1997). The PSA can be carried out by means of established placement tests. However, the background information, e.g. years of learning English, level of education, etc. about learners can provide us with enough information about their present abilities which can thus be predicted to some extent.