



Tech-Facilitated Needs Analysis in the Language Classroom

January 31, 2025
Kim Edmunds



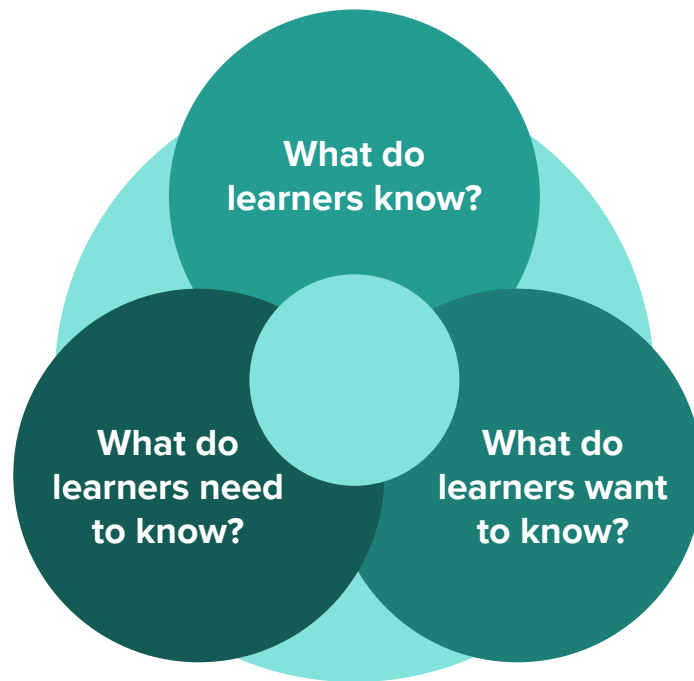
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Overview

- What is needs analysis, and why do it?
- What tech tools does the LRC/Columbia offer for conducting needs analysis?
- Modifying & workshopping a needs analysis for classroom use



What is “needs” analysis?



What questions should we try to answer with needs analysis?

- How are learners feeling about this class?
- what do they see as the ultimate goal of the class?
- what helps them learn?
- how much time do they think they'll spend?
- memories of previous material
- what types of activities help them learn
- study habits
- learning goals
- learning style/who are you as a learner
- where and for how long they have learned

What questions should we try to answer with needs analysis?

- How are learners feeling about this class?
- How do learners broadly perceive their own language abilities?
- What kinds of activities will motivate my learners?
- What kind of / how much feedback are they open to?
- What are their study habits?
- What are their opinions about AI and other emerging technologies?
- What are their target use contexts and goals?

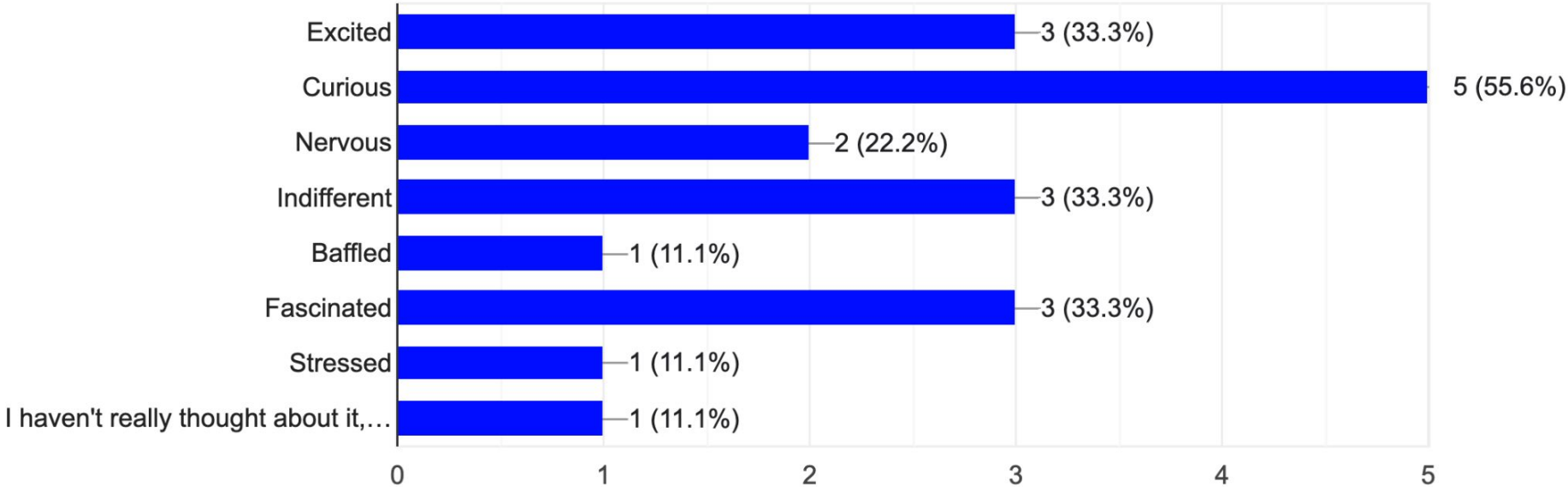
Benefits of needs analysis

- Broadens learners' understanding of what language learning *is*
- Fosters community and rapport
- Increases motivation by making learning objectives more transparent
- Forces learners to reflect on and articulate their own needs and goals; agency
- Improves lesson planning efficiency



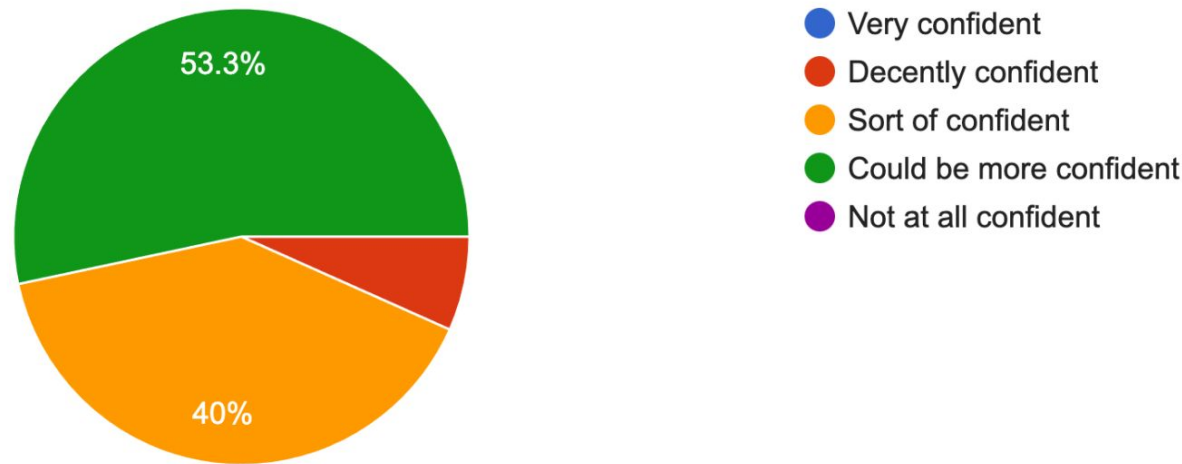
Pick a few adjectives that best describe how you feel about grammar (whatever "grammar" currently means to you).

9 responses



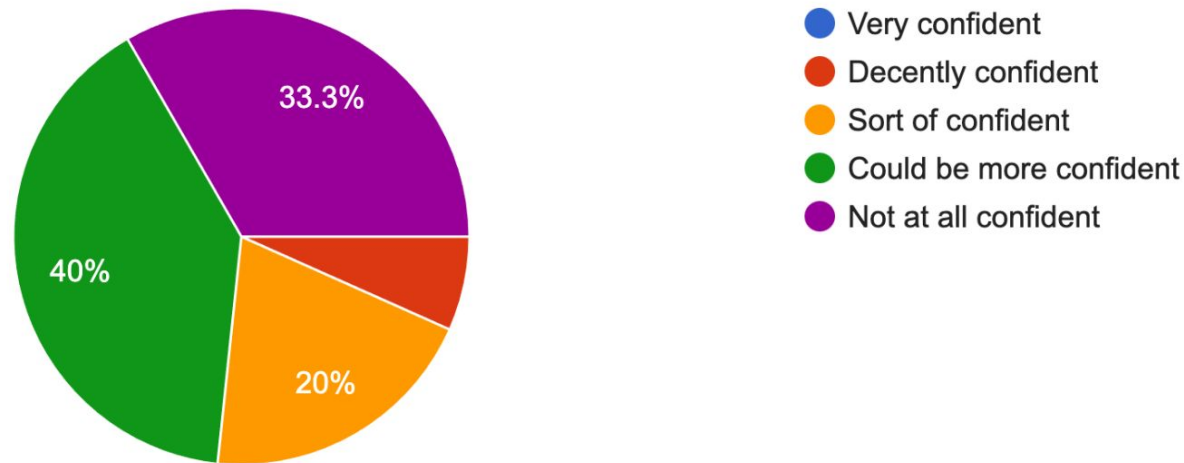
How confident are you in your spoken English?

15 responses



How confident are you in your presentation and public speaking skills?

15 responses



Platform	Template		Notes
Padlet	https://columbiau.padlet.org/ColumbiaLC/remake-link/MV5obMVgwdM9zD8e		- Creates a new copy for you to customize - Best for live completion - Update settings to allow students access without logging in
Google Forms	https://docs.google.com/forms/d/13614gXsmxTdWdoa1pKluLey-5PPF-F-uwYRaVn8ANRE/copy		- Creates a new copy for you to customize - Best for results visualization & blind/private response - Go to “Responses” to view and copy results
Courseworks Surveys	kme2131@columbia.edu		- Best for participation tracking & centralization - Must request it be shared directly with you - Note: “New Quizzes” doesn’t support
Zoom Surveys (not strongly recommended)			- Best for online classes - Links only to responder view; manual copying required - Does not save edits & logs you out without warning

What do we do with this data?

- Decide which template you'd like to work with.
- Collaborate with your partner/group to modify and/or add to the needs analysis template.
 - Change or update questions
 - Add questions
 - Consider pros/cons of this format



What do we do with this data?

- Share (anonymized) outcomes with learners in class
- Structure discussions around responses:
 - What is/isn't surprising about these results?
 - What do you think is the best way to improve fluency?
 - What are the benefits of independent vs. group work?
 - Why do you think AI is/isn't useful for studying this language?
 - Which goals feel the most realistic or important to you?
- Bring the results back in an end-of-class reflection



References

- Hellmich et al. (2024). ChatGPT in language education: Centering learner voices. *Technology in Language Learning & Teaching*, 6(3). <https://doi.org/10.29140/tltl.v6n3.1741>
- Nation, I.S.P., & Macalister, J. (2010). Needs Analysis. In *Language Curriculum Design* (pp. 24 - 36). Routledge.
- Nation, P. (2013). Needs & Environment Analysis When Teaching Small Classes for Adults. In *What Should Every ESL Teacher Know?* (pp. 23-29). Compass Publishing.

Workshop coming up!

Designing Climate Tasks
Friday, February 7
3pm - 4pm
LRC



Post-Workshop Survey

<https://forms.gle/K9QFtfV61NmLAqrR6>

