

TKT Module 1: Learner needs – Teacher’s Notes

Description

Participants discuss the different factors that make up learner needs, which is covered in the TKT Module 1 Part 2 syllabus area. They consider the needs of their own group and practise doing a task related to this syllabus area.

Time required: 50 minutes

Materials required:

- *Participant’s Worksheet 1 (one for each participant)*
- *Participant’s Worksheet 2 (one for each pair, cut up)*
- *Participant’s Worksheet 3 (one for each participant)*
- *Sample Task (one for each participant)*

Aims:

- *To provide an opportunity for participants to discuss the personal, learning and (future) professional needs of learners.*
- *To provide practice in completing tasks in which learner needs is the testing focus.*

Procedure

1. Before the session, copy Participant’s worksheet 2 so there are enough for one per pair of participants, and cut them up into individual words or phrases. Keep each set together.
2. (10 minutes) Put participants into groups of three. Hand out **Participant’s Worksheet 1**. Participants follow the instructions to get two new words. Check answers together (see key below).
3. Write **Learner needs** as a title on the board with **personal needs**, **professional needs** and **learning needs** as separate column headings. Tell participants that:
 - learner needs is a syllabus area which is tested in TKT Module 1 Part 2
 - when thinking about learner needs, we look at these three aspects.
4. (10 minutes) Hand out **Participant’s Worksheet 2** (cut up as in Step 1) to each pair of participants. Participants decide which of the three columns - personal, professional and learning – the learning needs would go into. For example, ‘age’ is a personal need.
5. When participants have finished, ask them to come to the board and to fill in columns on the board. Check their answers as they are doing this (see key below).
6. (10 minutes) Put participants into groups of three to discuss the following question:
 - **What can teachers do to respond to learner needs: personal, learning and future (or current) professional needs?**Participants make a list of the things teachers can do.
7. Hand out **Participant’s Worksheet 3** and participants compare their list with the suggestions given.

Teaching Knowledge Test

8. (15 minutes) Give out **Sample Task**. Participants complete the sample task on their own then compare their answers with a partner. Check answers together (see key below).
9. (5 minutes) Round up to summarise points covered. Ask participants:
 - **What is the TKT Module 2 syllabus area for this lesson?** (*learner needs*)
 - **What different learner needs have you come across, through learning or studying? How does the group you're in now vary in their needs as learners?** (*allow participants to share experiences*)
 - **What different types of courses have you worked on, studied on, or know about?** (*allow participants to share experiences*).

TKT Module 1: Learner needs – Answer Keys

Key to Participant's Worksheet 1

RANLESPO

P	E	R	S	O	N	A	L
6	4	10	8	1			

SONPERLOFSAI

P	R	O	F	E	S	S	I	O	N	A	L
				9						3	

NIEGANLR

L	E	A	R	N	I	N	G
	2		7	5			

L	E	A	R	N	E	R
1	2	3	4	5	6	7

N	E	E	D	S
8	9	6		10

Key to Participant's Worksheet 2

Personal needs

age
male/female
cultural background
motivation
interests
educational background

Learning needs

learning styles
past language learning experiences
learning goals and expectations for the course
learner autonomy
availability of time

Professional needs

(future) employment
(future) training
going soon to an English speaking university

Key to Sample Task

1. B 2. A 3. D 4. F 5. C 6. G

TKT Module 1: Learner needs – Participant's Worksheet 1

Unscramble each of the jumbled words and write the letters in the boxes.

RANLESPO

P						A	
	6	4	10		8		1

SONPERLOFSAI

P			F				O		
			9					3	

NIEGANLR

L						N	
	2		7	5			

Copy the letters from the numbered cells above to boxes below, according to their numbers. What words do you get?

1	2	3	4	5	6	7

			D	
8	9	6		10

(future) training	male/female	(future) employment
learning styles	past language learning experiences	cultural background
availability of time	going soon to an English speaking university	learning goals and expectations for the course
interests		age
learner autonomy	motivation	educational background

TKT Module 1: Learner needs – Participant’s Worksheet 3

What can teachers do to respond to learners’ needs?

- Do a ‘needs analysis’ and/or find out about your learners’ personal needs, learning needs and future or current professional needs.
- Select topics and subjects for lessons that fit with their interests and needs.
- Select material that meets their needs.
- Choose activities that fit with their learning styles, and are suitable for their needs and interests.
- Decide on pace and interaction patterns.
- Think about the balance of skills work (reading, listening, speaking, writing) in relation to their needs.
- Adopt approaches for teaching language that respond to their needs, interests and learning styles.
- Think about how to give learners feedback on their work.

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TKT Module 1: Learner needs – Sample Task

For Questions 1–6, match the needs of each group of students with the most suitable type of course listed A–G.

Mark the correct letter (A–G) on your answer sheet.

There is one extra option which you do not need to use.

Groups of students

- 1 These young adults need a range of study skills before going to a British university.
- 2 These adult beginners are going on holiday, and need to learn how to communicate in an English-speaking environment.
- 3 This group of young children have a short attention span; their parents want them to learn English while having some fun.
- 4 These business people need to meet and work with people from other countries at international conferences.
- 5 These secretaries and receptionists want to focus on vocabulary and skills which are useful for them in their work.
- 6 These scientists need to keep up-to-date with the latest developments in their subjects.

Types of courses

- A a course focusing on basic language skills for everyday situations.
- B a course focussing on listening and note-taking, and writing academic essays
- C a course based on role-plays and situations, such as greeting visitors and telephoning clients
- D an activity based course with lots of games, songs and stories
- E a course based on grammar revision and written practice
- F an oral skills course based on cross-cultural material
- G an online course in which students read texts on specific topics and answer detailed comprehension.