

NEEDS ANALYSIS FORMAT
Pedagogical Practicum I /II
2025-1

Training Teacher's Name: Paula Stefani Padilla _____
Course Teacher's Name: Andres Felipe Dussan Perez _____
CAU: Bogotá _____

INSTITUTION NAME
Institution's name: Fundación Alianza Social Educativa ASE.
INSTITUTIONAL FOUNDATIONS / PEI / mission / vision (Describe the most relevant aspects)
Mission The Alianza Social Educativa Foundation, as an independent, autonomous, and non-profit organization, provides informal education and practical, comprehensive training that promotes personal and social development, as well as the improvement of the quality of life of those involved. In this way, it seeks to contribute to the construction of an inclusive country with opportunities for all. Vision To be the best option for informal education with a social character in the Capital District, offering high-quality comprehensive training as an alternative for developing occupational skills and competencies, promoting human values, collective engagement, participation, and community development. Values The ASE Foundation aims to promote the training of the community in areas that enhance competitive performance by offering training workshops for various age groups in the Minuto de Dios

neighborhood and surrounding areas. It benefits from the support of students involved in social practice and university teachers through strategic alliances. Its goal is to improve the quality of life of individuals by developing cognitive and occupational skills.

INSTITUTIONAL CHARACTERISTICS (Describe the most relevant aspects)

Where is it located?

The main headquarters of the foundation is at *Tv. 73a #82c-34*, Bogotá, and the current designated location for the class is the Laureano Gómez Technical Institute, located in the Engativá, Bogotá.

Private or public school

The ASE educational institution is private.

Resources

The educational institution has a whiteboard, markers, erasers, desks, and electrical connections. The teacher provides a computer and internet access.

Number of teachers

The popularity of the foundation increased, which allowed it to expand its coverage and program offerings. Currently, they have 44 regular training workshops, reaching an average of 1,200 people per semester, thanks to strategic alliances with educational institutions in the country.

LEARNERS CHARACTERISTICS AND NEEDS (Describe the most relevant aspects)**NEEDS ANALYSIS ENGLISH CLASS SURVEY ANALYSIS**

Date: Aug 31st, 2025

Número total de estudiantes: 2

Ages:

- ✓ 2 students are 34 and 80 years old.

Sex or gender:

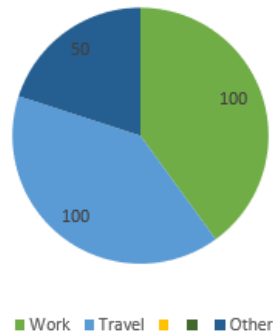
- ✓ Both are females.

English level:

- ✓ Beginners: It indicates a homogeneous level that facilitates planning group activities at the same pace.

1. What is your main reason for learning English?

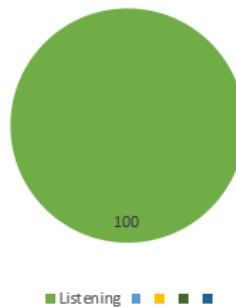
- Work and Travel (Rosa) → **1 student (100%)**
- Train memory, understand technology (Cecilia) → **1 student (100%)**



Analysis: Both students have different motivations: Rosa focuses on professional growth, traveling, and helping her daughter, while Cecilia focuses on memory training and technology. This shows the need to combine practical language for daily and professional life with simple, memory-friendly activities.

2. What skill do you feel stronger in? (listening, speaking, reading, writing)

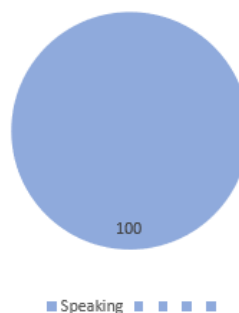
- Listening → **2 students (100%)**



Analysis: Both students consider listening their strongest skill (100%). This indicates that audio input (songs, short videos, dialogues) will be an effective way to engage them and introduce new vocabulary.

3. What skill do you feel weaker in? (listening, speaking, reading, writing)

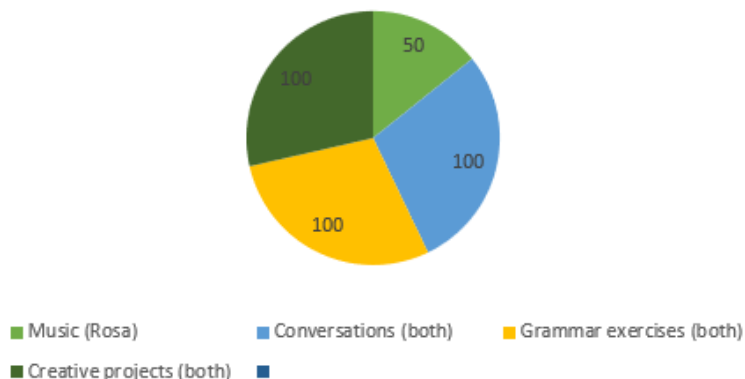
- Speaking → **2 students (100%)**



Analysis: Speaking is the weakest skill (100%). This means that classes should prioritize oral practice in a safe environment, reducing nervousness through pair work, repetition, and teacher modeling.

4. What activities do you enjoy the most in English class?

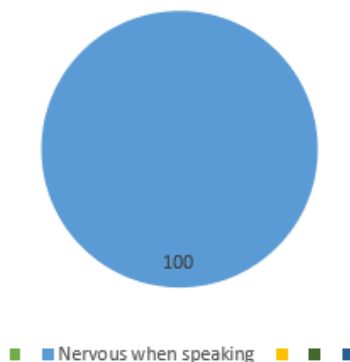
- Music → **1 student (50%)**
- Conversations → **2 students (100%)**
- Grammar exercises → **2 students (100%)**
- Creative projects → **2 students (100%)**



Analysis: Conversations, grammar exercises, and creative projects are highly valued (100%), while music is also appealing (50%). Therefore, lessons should integrate grammar through communicative and creative tasks, as well as occasional music-based activities.

5. How do you feel when speaking English?

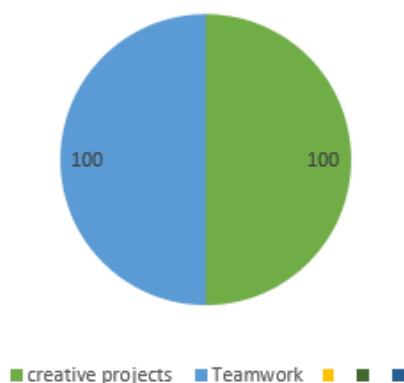
- Nervous when speaking → **2 students (100%)**



Analysis: Both students feel nervous when speaking (100%). This highlights the importance of building confidence through supportive feedback, simple speaking tasks, and gradual increase in complexity.

6. Do you prefer individual work or teamwork?

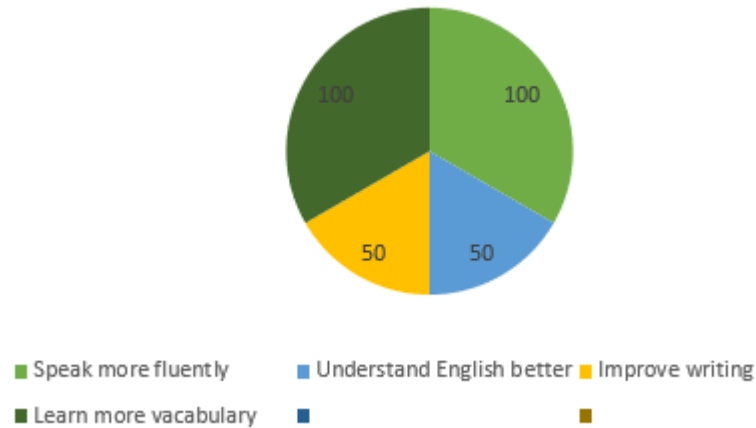
- Teamwork and creative projects → **2 students (100%)**



Analysis: They both prefer teamwork and creative projects (100%). This allows collaborative learning, where students can support each other and reduce anxiety during oral activities.

7. What are your main goals in English learning?

- Speak more fluently and learn more vocabulary (Cecilia) → **1 student (100%)**
- All the options: improve for daughter, work, travel, learn a lot (Rosa) → **1 student (100%)**



Analysis: Cecilia aims to speak more fluently and expand vocabulary, while Rosa seeks to improve in all aspects (daughter, work, travel, overall learning). The teacher must balance specific, focused tasks with broader exposure to English use in real contexts.

8. What motivates you to learn English?

- Rosa: help her daughter, grow at work, travel, learn more
- Cecilia: memory training and understanding technology

Rosa is motivated by family, career, and travel, while Cecilia is motivated by mental training and technology. This contrast highlights the need to adapt materials: professional contexts and family-related tasks for Rosa, and simple, technology-based memory exercises for Cecilia.

Describe relevant aspects you consider important according to your point of view

Small group size

Working with a very small group has both benefits and difficulties. On the positive side, it allows me to give close attention to each learner, adjusting the pace and content to their personal needs. However, it can also limit the natural flow of group interaction, since there are fewer opportunities for peer communication. To overcome this, I will promote constant pair-work between the two students and include the teacher as an active participant in role plays and dialogues. In addition, I will incorporate external voices and models through short videos or audio recordings, so that the students can be exposed to a wider variety of accents and interaction styles.

Age differences

The wide age gap (34 and 80) represents a real challenge. The younger student may be more used to a faster pace and professional contexts, while the older one requires more repetition, patience, and memory-focused activities. Moreover, physical and cognitive differences between generations can affect the way each one processes information. To address this, I will design tasks that are flexible and can be completed at different levels of complexity. For example, both can describe their routines, but Rosa might be encouraged to build longer sentences for professional purposes, while Cecilia can focus on key words or short expressions that train her memory.

Cultural and generational differences

The students come from very different cultural and historical backgrounds, which means their references, interests, and ways of expressing themselves are not always the same. This could create a gap in motivation if one feels disconnected from the content. To cope with this, I will

focus on universal topics that bridge their experiences, such as family life, food, music, or daily routines. At the same time, I will encourage them to share personal stories, so that they can learn not only English but also from each other's perspectives, making cultural exchange part of the learning experience.

Inclusion of technology

Technology is another contrasting point. For Rosa, it is part of her everyday life at work and home, while for Cecilia, it is still something new and challenging. This creates a dual responsibility: introducing digital resources in a simple way, while not overwhelming the older student. To address this, I will select very basic and user-friendly tools, such as watching a short video together or using images online. The goal is not only to use technology as input, but also to help Cecilia feel more comfortable with it little by little. For Rosa, this inclusion will ensure that her professional and personal goals are supported through authentic, modern resources.

Different needs and goals

The students' motivations are quite different. Rosa wants to improve for her daughter, her job, and future travels, while Cecilia is more focused on exercising her memory and learning the basics of technology. This requires a balance between practical, real-life English (emails, travel situations, professional vocabulary) and cognitive exercises (repetition, simple structures, memory games). To make this possible, I will combine tasks with dual purposes—for example, a routine chart: for Rosa, it can be connected with her workday and responsibilities, and for Cecilia, it will be a tool to reinforce memory and vocabulary recognition.

Skills and abilities

Both students share one important trait: they feel stronger in listening but weaker and nervous in speaking. This common challenge unites them and can be used as a focal point for class design. Oral practice must be present in every lesson, but in a way that feels safe and non-threatening. I will use modeling, choral repetition, guided dialogues, and gradual oral production. Feedback will always start with positive reinforcement, followed by gentle corrections through modeling instead of direct explanations. Over time, this can reduce their anxiety and build a sense of confidence in speaking.

References

Fundación Alianza Social Educativa. (n.d.). *FASE - Fundación Alianza Social Educativa*. Recuperado el 9 de marzo de 2025, de <https://fundacionase.org/fase>

Annexes

Needs Analysis Survey – English Class

Name: _____
Age: _____
Grade or Academic Level: _____
School or Institution: _____
Self-assessed English level:
☐ Beginner ☐ Intermediate ☐ Advanced

1. **Why do you want to learn English?**
 - ☐ For school
 - ☐ For work
 - ☐ For travel
 - ☐ For fun
 - ☐ Other: _____
2. **Which skill is easier for you?**
 - ☐ Listening
 - ☐ Speaking
 - ☐ Reading
 - ☐ Writing
3. **Which skill is more difficult for you?**
 - ☐ Listening
 - ☐ Speaking
 - ☐ Reading
 - ☐ Writing
4. **How do you prefer to learn?**
 - ☐ Games
 - ☐ Music
 - ☐ Videos
 - ☐ Conversations
 - ☐ Grammar exercises
5. **How do you feel when speaking English?**
 - ☐ Confident
 - ☐ Nervous
 - ☐ Excited
 - ☐ Shy
6. **What motivates you more in class?**
 - ☐ Teamwork

- ☐ Individual activities
 - ☐ Using technology
 - ☐ Creative projects
7. **What would you like to achieve by the end of this course?**
- ☐ Speak more fluently
 - ☐ Understand English better
 - ☐ Improve writing
 - ☐ Learn more vocabulary
8. **Is there anything else you would like me to know about you as a student?**
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