



Language & Culture Animateur Training

Module 6:
BRIDGE L&C ANIMATEUR KNOWLEDGE AND
UNDERSTANDING



Welcome!

My learning goals



Take 2 minutes to record what you want to achieve from this session in your learning diary.



Module 6 contents:

We will look at:

- Needs analysis - the local community
- Needs analysis - Language Club learners
- Planning a session in consultation with stakeholders
- A review of Language Club materials

By the end you will you will be able to:

- ✓ Carry out a simple needs analysis of the local community
- ✓ Carry out a needs analysis of your learners
- ✓ Plan a session in consultation with stakeholders
- ✓ Find the available Language Club materials

Needs analysis



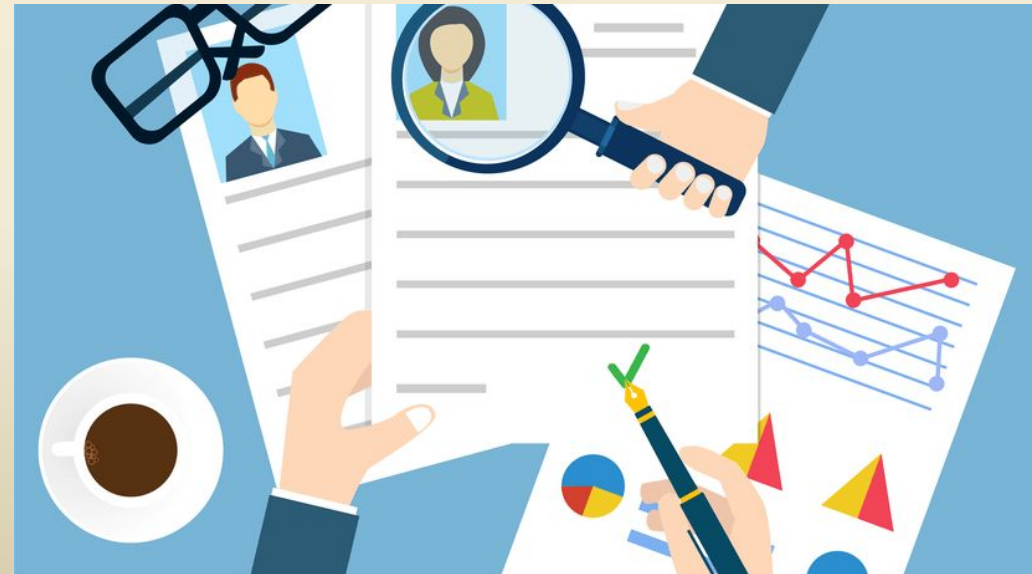
Needs analysis

Needs analysis is the process of identification and evaluation of needs.

It is the first step that should be taken in order to successfully develop any action involving other people and it is a vital process that helps you determine the specific needs of specific groups of people: the **STAKEHOLDERS**.

In the context of Language Club establishment, needs analysis should be carried out at two levels:

1. **With the local community** - ideally before setting up the Language Club
2. **With your learners** - at the beginning of the work with your learners



Who are your stakeholders?

A stakeholder is any individual, group, or party that has an interest in an organisation/project/activity etc and the outcomes of its actions:

<p>THE COMMUNITY</p> <ul style="list-style-type: none">● Local authorities● NGOs active in the community● Local shops● Community venue managers● Any other actor in the community	<p>THE LEARNERS &...</p> <p>ESOL Tutors</p> <p>Volunteers</p> <p>ESOL support staff</p>
<p>➤ You will use your needs analysis work to promote the idea of the language club. Involve community stakeholders in the needs analysis research: ask them what they think will work and how; what do they see as the advantages and disadvantages. At this stage you have a chance to explain the values of the Club and how they meet the values and needs of the community.</p>	<p>➤ Involve learners and ESOL teams from the outset. What do they want? How will they access it? What times work for them... What are the advantages and disadvantages ...</p>



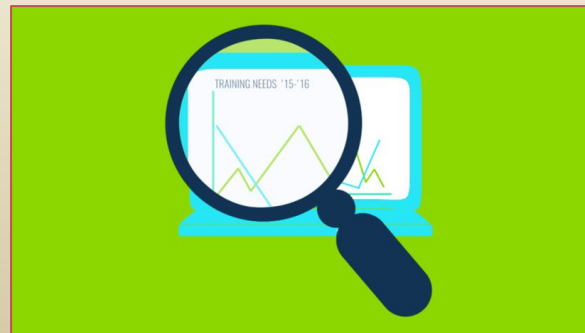
Analysing whose needs?

Community needs

A community needs assessment identifies the **strengths and resources available in the community** to meet the needs of children, youth, and families. The assessment focuses on the capabilities of the community, including its citizens, agencies, and organizations.

Learners' needs

Needs analysis is **part of building learner awareness and autonomy**. Asking learners what they feel they need to practise is a good initial step. As well as providing data, it can encourage them to start thinking about their learning and taking responsibility for it.



Needs analysis with the community

Some benefits of carrying out needs analysis with the community:

1. Know **WHO** can support your work to set up a Language Club, **WHY** and **HOW**
2. Know **WHO** could create obstacles to you setting up a Language Club, **WHY** and **HOW**
3. Create a strategy to approach them all and promote your idea to:

↓
Get support

↓
Prevent problems



Needs analysis with learners

Some benefits of carrying out needs analysis with your learners:

1. Identify the different **knowledge levels** within the group - some peer learning might be possible
2. **Prepare sessions** ahead of time
3. Identify the knowledge areas that need to be prioritized
4. Identify the **most suitable location** for your sessions
5. Identify the **most suitable times** for your sessions



Quick Break

Let's take a break.

In the next session we will look at Needs Analysis step by step and planning a Language Club session



The steps of needs analysis



STEP 1: gather information

You can use different techniques to gather information about your community or your learners.
For example:

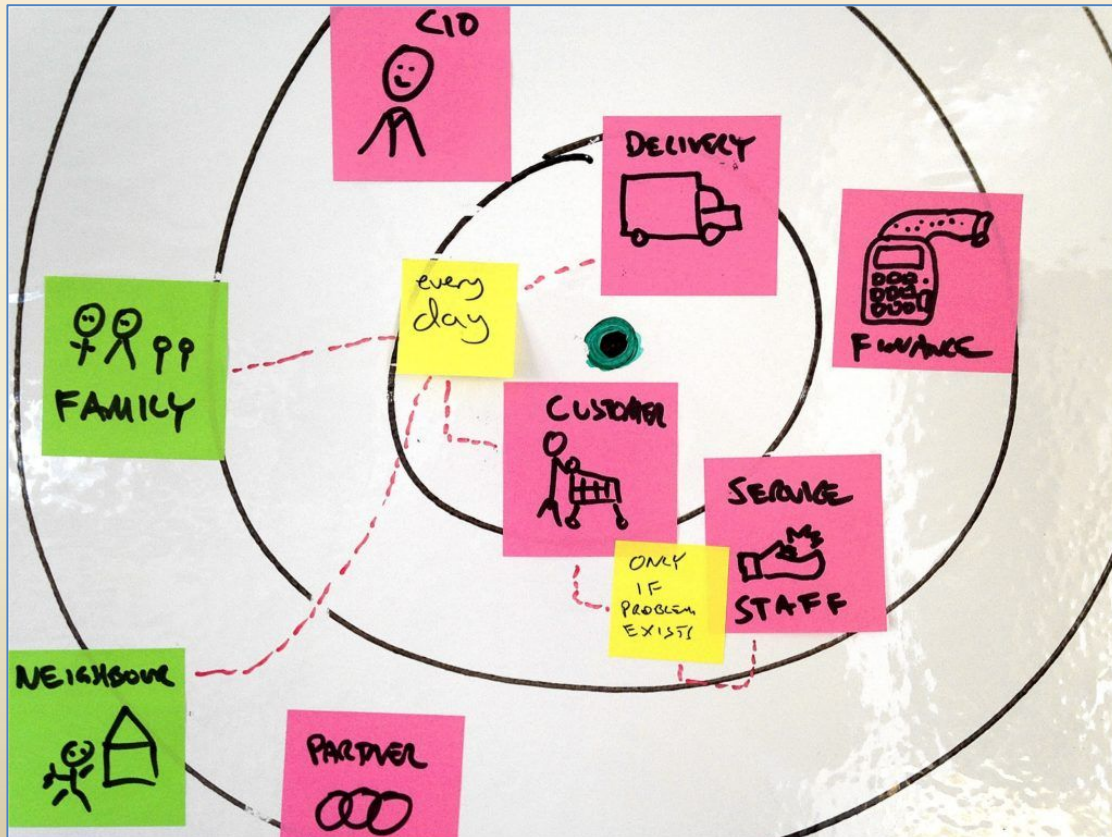
- ❖ direct observation
- ❖ questionnaires
- ❖ consultation with persons in key positions, and/or with specific knowledge
- ❖ review of relevant literature
- ❖ interviews
- ❖ focus groups
- ❖ assessments/surveys
- ❖ records & report studies



You will then need to analyse that information...

STEP 2: map your stakeholders

MAPPING is a way of organizing all of the people who have an interest in your project, or idea in a single visual space. This allows you to easily see who can influence your project and how each person is related to the other. **It is important that you map all of them!**



This can be done using many different types of diagrams, or very simply with post-its.

In the example on the left, stakeholders are placed in circles of influence - the closer to you (centre point) the more influence they can have on your project.

Much information is available online on stakeholder mapping if you want to explore this further. For example: <https://miro.com/blog/stakeholder-mapping/>

STEP 3: S.W.O.T. analysis

Conducting a needs assessment is made easier with the use of **Strengths, Weaknesses, Opportunities, Threats — S.W.O.T. —** analysis to help shed light on the issues and bring to focus the areas that need to be examined more closely.

A SWOT analysis is a simple tool that you can use to carry out an analysis of your local community's needs as well as your learners' needs.

For the community:

- List all the strengths and opportunities of the community to ensure that your activity will enhance community life and will work in synergy with existing actors
- List all the weaknesses and threats to ensure that you are aware of what could go wrong and are able to address it before problems arise

For your learners (individually and as a group):

- List all the strengths and opportunities to ensure that you are aware of group dynamics that could support learning, including peer learning
- List all the weaknesses and threats to ensure that you are aware of what could
- go wrong (including conflict) and are able to address it before problems arise



S.W.O.T. as a tool for needs analysis

	Helpful to achieving your objective	Harmful to achieving your objective
Internal origin	<u>S</u> TRENGTHS	<u>W</u> EAKNESSES
External origin	<u>O</u> PPORTUNITIES	<u>T</u> HREATS

Activity

45 minutes

If you were setting up a Language Club in your neighbourhood, what would your stakeholder map look like?

1. Create a map, using post-its, showing as many stakeholders that you can think of.
2. For each stakeholder, consider how important/influential they are in terms of the language club.
3. Think about how you would contact at least 3 different stakeholders. What would you want to find out from them? How would you prepare to meet them - what information would you want to take with you?

Planning sessions



Planning a Language Club session

Once you have researched and analysed your learners' needs, as well as their language and cultural background, you can start planning your sessions with the group...

KNOW YOUR GOALS

- ❖ Know your **ultimate goal** - your learners need to improve their language competence in order to be more independent in daily life
- ❖ Know your **immediate goal** - your learners need to be engaged and participate actively

ANALYSE YOUR INFORMATION

- ❖ Make sure you understand the information - if not, **go back to them and ask more questions!**
- ❖ Keep in mind that a Language Club is an **INFORMAL** and **FLEXIBLE** learning space:
 - Prepare a skeleton as a starting point for your session
 - **Prepare to change your plans!**



Materials to support your planning

On the **BRIDGE** website and **Learning Village**, you can find some materials that can support your planning of sessions in the **Language Club** with your group of learners

1. These materials were **developed especially for a Language Club setting**
1. They are a set of language learning activities mostly based on teaching **vocabulary** useful in daily life
1. They are available in the following languages: **English, Italian, Spanish, Swedish and Turkish**



The Language Club materials #1

On the BRIDGE Learning Village, you can find a databank of simple language learning activities to use with your learners in your Language Club.

As we said in Module 1: Learners have immediate language learning needs and they want to “**learn fast to get by**”- vocabulary over grammar and structure. These activities are based exactly on this principle: the focus on acquiring vocabulary fast



Follow this link and have a look at the activities that you can use in your Language Club sessions:

<https://www.bridgemigrants.eu/en/news/useful-resources-your-language-club>

Language Club Materials #2

Our experience over the years has shown that these activities are useful and effective for language learners.

When you establish your own Language Club, you will choose activities that you think are suitable to your own group of learners.

Remember that these activities are available to you at any time - **you can pick the ones you find suitable and plan your sessions according to learners' needs.**

If you have questions about these materials, you can ask your trainer or get in touch with the BRIDGE project partners:

<https://www.bridgemigrants.eu/en/contacts>

Language Club materials are also available in the following languages:

- **Italian**
<https://www.bridgemigrants.eu/it/news/risorse-utili-il-tuo-language-club>
- **Spanish:**
<https://www.bridgemigrants.eu/es/news/recursos-utiles>
- **Swedish:**
<https://www.bridgemigrants.eu/sv/news/anvandbara-resurser>
- **Turkish:**
<https://www.bridgemigrants.eu/tr/news/dil-kulubu-icin-faydali-kaynaklar>



Congratulations!

You've completed Module 6: BRIDGE L&C
Animateur Knowledge and Understanding

Don't forget that in the [Learning Village](#), you will find materials and resources to help and inspire.

Click here:

<https://www.bridgemigrants.eu/en/learning-village>