

From answers to a lesson plan

Teacher summary sheet | Keep only what is useful for teaching.

Use this after a short conversation. A self-report can differ from performance: confirm a priority with a small task that resembles the learner's goal. This is not a placement test or a validated proficiency scale.

Learner / agreed code and date

Avoid unnecessary personal details.

Priority task and context

What does the learner need to say, understand, read or write?

Starting evidence

Record a small sample task and what it shows; do not infer a CEFR level.

First teaching objective

Choose one observable action.

Practice arrangement

Agree a realistic format, frequency and accessible alternative.

Feedback and follow-up

Agree how feedback will work and a date for a comparable task.

Two fictional planning examples

Illustrations of the process, not student records or promised outcomes.

A. Ask for clarification at work

Learner answers: Sam wants to follow spoken instructions and ask questions when a detail is unclear. Ten minutes of paper practice on two evenings is realistic.

Starting sample: In an invented instruction task, Sam identifies the action but does not ask about a missing time. This observation supports a narrow question-practice objective.

First objective: Ask one specific clarification question about a missing detail.

Practice and feedback: Use three short instruction cards. Model one question, let Sam try another, and give feedback on whether the question resolves the gap.

Review: In four weeks, try a different but comparable instruction card. Compare whether the needed detail is requested; do not promise a particular improvement.

B. Write a clear appointment message

Learner answers: Alex wants to write short messages about appointments. Phone practice is possible on three days, but a paper option is useful.

Starting sample: In an invented message, the reason is understandable but the proposed new time is missing.

First objective: Include a reason, a proposed time and a request for confirmation.

Practice and feedback: Compare two model messages, write a new one, then revise using a three-point checklist. Discuss tone after the essential information is clear.

Review: Compare a new appointment message at the agreed review date. Look for the same three details, not a higher word count alone.

Use the questionnaire thoughtfully

Planning notes | Both learner versions ask about the same needs.

1. Where do you want to use English? Ask about a specific task, such as explaining a problem, rather than treating work or travel as a complete learning objective.

2. What would you like to do more easily? Agree a small observable task. The four-week period is a planning choice, not a promise of progress.

3. Which tasks matter most? Use these choices to plan an initial activity. A low-priority task can still be useful if it supports the learner's main goal.

4. How do these tasks feel now? These are confidence reports, not proficiency scores. Check them alongside a short appropriate sample task.

5. What already helps you communicate? Build on a strength and a useful condition; do not assign a fixed learning-style label.

6. When does communication become difficult? Do not request medical, immigration or other sensitive explanations. A task description is enough to begin planning.

7. What practice is realistic? Offer a paper or classroom alternative. Do not equate limited device access or time with low motivation.

8. What would make feedback useful? Treat this as a current preference, not a permanent learner type. Explain what feedback you can offer.

9. Which topics would you like to discuss? Use relevant, respectful content. Learners do not have to explain why a topic is uncomfortable.

10. How will we notice progress? Record a starting sample and a comparable follow-up task. Avoid promising that all learners will improve within the same timetable.

Source for the approach: British Council TeachingEnglish, Planning courses workbook. The questions, summary sheet and fictional examples in this pack are original.

Full source link and accessible HTML: thekingdomofenglish.com/articles/adult-esl-needs-analysis-questionnaire.php